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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of February 2002, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: Afghanistan's interim leader is making a global impression (February 1); new report faults the practices of the Arthur Anderson accounting firm and Enron executives, Congress delves deeper into the Enron hearings, Senate panel votes to issue a subpoena for Kenneth Lay, Israeli Prime Minister Ariel Sharon will visit the U.S., and former Enron CEO Jeffrey Skilling testifies before a House committee (February 4-8); violence escalates between the Palestinians and the Israelis, Slobodan Milosevic's trial begins, Kenneth Lay pleads the Fifth, Pakistan's president meets with President Bush at the White House, and Enron vice president Sherron Watkins testifies on Capitol Hill (February 11-15); U.S. and Japanese leaders meet in Tokyo, President Bush visits South Korea, President Bush supports the diplomatic efforts between North and South Korea, President Bush visits China, (February 19-22); Israeli officials relax some restrictions placed on Yasser Arafat, Israeli officials consider a Mideast peace plan offered by Saudi Arabia, CNN's Chris Burns interviews Mariane Pearl, wife of slain reporter Daniel Pearl, the Pentagon attempts to determine whether Osama bin Laden is dead or alive (February 25-28). (AEF)

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CNN Newsroom Classroom Guides, February 2002

By: Turner Learning, Inc.

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CNN NEWSROOM Guide

February 01, 2002

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:50...01:00

CNN STUDENT NEWS ... 00:10...01:10
Today's top stories

Lead Story: Hamid Karzai ... 02:30...03:40
Afghanistan's interim leader is making a global impression.

Ask CNN ... 01:00...04:40
What is the population of Afghanistan?

News Focus: Karzai Interview ... 08:00...12:40
CNN's Wolf Blitzer interviews Hamid Karzai.

Chronicle: World Economic Forum ... 03:40...16:20
Why do people come to the World Economic Forum?

CNN STUDENT NEWS PERSPECTIVES ... 00:10...16:30
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Say Yes for Children ... 04:50...21:20
A U.N. initiative aims to improve the lives of all children.

Week in Review: State of the Union ... 03:20...24:40
Words from Pres. Bush's State of the Union Address are met with both support and disdain.

Student Bureau ... 01:45...26:25
A young activist dedicates his life to stopping the spread of AIDS in Brazil.

Where in the World? ... 01:00...27:25
Answer: The United Nations

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Hamid Karzai

1. Who is Hamid Karzai? With whom did he meet on Thursday? Why is he traveling to countries outside Afghanistan?

2. What clothing item has become associated with Mr. Karzai? What is the formal name of this cloak? What kind of hat does Karzai wear? How has this hat also become part of his international image?

3. What international and domestic challenges does Karzai face as Afghanistan's interim leader? Why has he been widely accepted in the international community so far? What do we know about Karzai's education and background? According to the video, would Hamid Karzai be elected a national leader in Afghanistan if a popular vote were held today? Explain.

4. Students who follow CNN Student News know that Hamid Karzai has talked to several world leaders, seeking aid for his country. Direct students to conduct research to learn about Afghanistan's rebuilding needs. Share student findings. What kinds of economic and political aid is Hamid Karzai seeking? Why is Karzai's personal and political image so important to the rebuilding of Afghanistan? Discuss.

LINKS:
http://fyi.cnn.com/2002/WORLD/europe/01/31/karzai.blair/index.html
http://fyi.cnn.com/2002/US/01/31/karzai.style/index.html
http://www.afghan-web.com/
http://history1900s.about.com/library/world/blxafghanistan.htm?iam=dpile&terms=%2BAfghan+%2BWar

News Focus: Karzai Interview

1. How does Hamid Karzai feel about being one of the first Afghan leaders to be invited to the United States? What role does he think his country has in the fight against terrorism? According to Mr. Karzai, do the people of Afghanistan want an international presence in their country? What role does he see for U.S. and British troops in Afghanistan?

2. To what extent are Afghanistan's neighbors supporting the Karzai government? What is Pakistan's relationship to the new Afghanistan? What common elements unite Afghanistan and Iran?

3. Who are the Afghan "warlords" who concern Afghans and U.S. officials? How does Karzai differentiate between a warlord and a "freedom fighter"? What does Karzai have to say about Russians still living in Afghanistan? What do you think he means when he says that Afghanistan's neighbors all have "a reasonable attitude" toward his country?

4. Read this quote from Hamid Karzai to the class:

   "If the world does not pay attention to Afghanistan, if it leaves it weak, and basically a country in which one can interfere, all these bad people are coming in. So a strong Afghanistan, a peaceful Afghanistan, is the best guarantee for all."

Ask students: How should the world "pay attention" to Afghanistan? What factors, if left unaddressed, could make Afghanistan "weak"? Why do you think a peaceful Afghanistan is in the best interests of the international community?

5. Teachers: For a CNNstudentnews.com backgrounder on Afghanistan, please go to: http://fyi.cnn.com/2001/fyi/news/10/23/afghanistan/index.html.
For a CNNstudentnews.com story and educational materials on Hamid Karzai, please visit: http://fyi.cnn.com/2002/fyi/news/01/31/karzai.profile/index.html.

LINKS:
http://www.cnn.com/2001/WORLD/asiapcf/central/12/21/ret.karzai.profile/

Chronicle: World Economic Forum

1. When and where did the World Economic Forum originate? Who participates in this forum? What brings them there? What opposing interests are likely to show up as well?

2. Where is this year's World Economic Forum being held? Describe the contrast between what is going on inside the forum and what is happening outside. What is the theme of this year's forum? What recent political and economic events make "fragility" an especially timely theme?

3. What is capitalism? Why is the credibility of capitalism an issue at this forum? Why do you think it is important to participants at this conference that people maintain confidence in the free market?

4. Do your students think the recent economic and political events cited in this video (the terrorist attacks, the fall of Enron, the recession) have impacted the credibility of capitalism? Have each student choose one of these events and survey adult consumers to see whether the event has affected their confidence in the free market, and if so, what would restore that confidence. Reconvene the class and generate a class discussion guided by the following questions:
    1. What percentage of consumers you surveyed say that their confidence in the free market has been shaken in recent months?
    2. Typically, what is the role of government in a free market economy? What does "laissez faire" mean? To what extent is the U.S. economy a free market economy?
    3. Do you think government regulation of business likely to increase as a result of any or all of the events mentioned above? If so, why?
    4. Does an increased government role mean the death of capitalism or simply, its facelift? Discuss.

LINKS:
http://money.cnn.com/2002/01/31/news/wires/davos_ap/index.htm
http://money.cnn.com/2002/01/29/news/davos_walkup/index.htm
http://money.cnn.com/news/specials/davos/

Perspectives: Say Yes for Children

1. What is the focus of Say Yes for Children? What are some of the issues highlighted by this campaign? Who are some of the celebrities and world leaders who are involved in this initiative?

2. Do you ever feel that, because you are young, no one really listens to what you have to say? Explain. How would you go about convincing adults that granting children certain rights would have global benefits?

3. Divide your students into ten groups and assign each group one of the following issues that affect children's lives, as designated by the Say Yes for Children campaign:
   - Leave No Child Out
   - Put Children First
   - Care For Every Child
   - Fight HIV/Aids
   - Stop Harming And Exploiting Children
   - Listen To Children
   - Educate Every Child
   - Protect Children From War
   - Protect The Earth For Children
   - Fight Poverty: Invest In Children.

   Then, instruct each group to prepare a presentation about its issue and why global leaders need to address the issue. After the presentations, have students vote on the three issues they believe are the most important for global leaders to address.

LINKS:
http://app.netaid.org/
http://www.unicef.org/say_yes/

Week in Review: State of the Union

1. Why is President Bush talking about widening the War on Terrorism? What nations has he included in what he calls the "axis of evil"? What were some of the domestic responses to Mr. Bush's words?

2. Describe the reactions to Mr. Bush's speech from Iran, Iraq and North Korea. Who is Donald Rumsfeld? How does he hope these nations respond to the president's words? What do you think was the intent of the president's words?

3. For additional questions and activities on the State of the Union Address, please see the CNN Student News Daily Guides for these dates: January 29, 2002 and January 30, 2002.

4. For a CNNstudentnews.com story and questions on the State of the Union Address, please go to: http://fyi.cnn.com/2002/fyi/news/01/30/state.of.union/index.html.

LINKS:
http://fyi.cnn.com/2002/US/01/30/gen.axis.of.evil/index.html
http://www.time.com/time/2002/stateoftheunion/index.html

Student Bureau: Brazil AIDS Activist

1. How many children in Brazil are born with AIDS each year? Who is Yuri Ferrerira? To what cause has he dedicated his life? According to the U.N., how many people worldwide are infected with HIV? What is the Viva Cazuza Society? How does the program work?

2. Refer students to the links below to learn about the difference between AIDS and HIV, and the impact that the AIDS epidemic has had on the global community. Then ask: Do you believe that you receive sufficient education about HIV and AIDS in your community? Explain. What are the sources of the information? In your opinion, are there any obstacles that keep you from receiving information or cause you to ignore the facts? If so, what are they, and what can you do to overcome these obstacles?

LINKS:
http://fyi.cnn.com/SPECIALS/2001/aids/
http://www.unaids.org/
http://www.vivacazuza.org.br/projects.htm

EDITOR'S NOTE:
Hamid Karzai
Tony Blair
Afghanistan
World Economic Forum
capitalism
Say Yes for Children
"axis of evil"
AIDS

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CNN NEWSROOM Guide

February 04, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:50...01:00

CNN STUDENT NEWS ... 00:10...01:10
Today's top stories

Enron Investigation ... 05:00...06:10
-A new report faults the practices of the Arthur Andersen accounting firm and Enron executives.
-Arthur Andersen takes steps to improve its image.

Iran-Iraq ... 03:50...10:00
Relations between Iraq and Iran seem to be changing.

Chronicle: Mystery Ape ... 03:45...13:45
A new ape may have been found in a remote Congo forest.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...13:55
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Volcano Gorillas ... 02:50...16:45
The Virunga Mountains are home to the endangered mountain gorillas.

Culture Report: Togo Piano Prodigy ... 04:30...21:15
A teenage pianist travels from Togo to South Carolina to perfect his art.

Student Bureau ... 04:00...25:15
Bangladesh's Lawachara Forest is under assault from deforestation.

Where in the World? ... 01:00...26:15
Answer: Bangladesh

Ask CNN ... 01:05...27:20
How did the Super Bowl get started?

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Enron Investigation

1. What is Enron? What relationship did the Arthur Andersen accounting firm have to this company? Why is the Arthur Andersen company under scrutiny for actions with Enron?

2. What is the "Powers Report"? Who was the head of the special investigation committee that wrote the report? What allegations did the Powers Report make about Arthur Andersen and the heads of Enron? How did Arthur Andersen Chief Executive Joseph Berardino and the attorney representing Enron respond to the report's findings? What steps is Arthur Andersen taking to improve its image? What current and former Enron and Arthur Anderson employees are scheduled to testify in front of Congress this week?

3. Refer students to online resources, including the links below, to learn more about the Powers Report and the implications of its findings. Group students and pose the following questions to guide their research:
   1. Who initiated the report?
   2. Who is the report's intended audience?
   3. What methods were used to compile the report?
   4. Who are the key individuals cited in the report?
   5. Who stands to lose the most because of the report's findings?
   6. Who stands to benefit the most from the report?

   After each group presents its findings, have students consider the following: Was the Powers Report objective? Do you think the report will shift the focus of accountability in the Enron case? Why or why not? If so, how?

4. For a CNNstudentnews.com Backgrounder on Enron, go to: http://fyi.cnn.com/2002/fyi/news/01/16/backgrounder.enron/index.html.

LINKS:
http://cnn.com/2002/LAW/02/02/enron.report/index.html
http://i.cnn.net/cnn/2002/LAW/02/02/enron.report/powers.report.pdf
http://cnn.com/2002/LAW/02/03/enron/index.html

Iran-Iraq

1. What term did President George W. Bush use to describe Iran, Iraq and North Korea in his recent State of the Union Address? Of what activities did he accuse these three nations? Why has Mr. Bush been criticized for referring to these nations as an "axis of evil"?

2. How would you characterize the relationship between Iraq and Iran during the last 20 years? What signs suggest that their relationship might be changing?

3. Refer students to their texts, the links below and other resources to learn more about the history of relations between Iran and Iraq, and the U.S. relationship with these nations. After students present their findings, ask: Who is Saddam Hussein? To what extent does he pose a threat to the U.S. and the international community? How is the War on Terrorism affecting relations between the U.S. and Iran? Do you think the recent developments between Iran and Iraq could impact U.S. efforts to rally international support for potential military action against Iraq? Discuss.

4. Teachers: For background information on Iraq and Iran, and teaching activities related to the current tensions between these nations and the U.S., visit the following two CNNstudentnews.com Web sites:

   http://fyi.cnn.com/2002/fyi/news/02/01/backgrounder.iraq/index.html

   http://fyi.cnn.com/2002/fyi/news/02/01/backgrounder.iran/index.html.

LINKS:
http://www.cia.gov/cia/publications/factbook/geos/iz.html
http://www.cia.gov/cia/publications/factbook/geos/ir.html
http://www.arab.net/

Chronicle: Mystery Ape

1. What type of "mystery" animal is thought to be living in a remote forest in the Democratic Republic of Congo? What evidence suggests that the animal is a large ape? Who is Karl Ammann? What is his role in solving this mystery?

2. What is "mitochondrial DNA"? What have DNA findings revealed about the mystery ape? What is a "hybrid"? Why might it be difficult to tell if the mystery ape is a hybrid? What two primates may have produced the mystery ape?

3. Refer students to the links below and other resources to learn more about how gorillas and chimpanzees differ. Given these differences, how might the discovery of a gorilla-chimpanzee hybrid impact the study of primates? Would the discovery of such a hybrid support or refute Charles Darwin's theory of evolution? Discuss.

LINKS:
http://www.primate.wisc.edu/pin/geninfo.html
http://www.primate.wisc.edu/pin/evolution.html
http://cogweb.ucla.edu/EP/ApeDiversity.html
http://www.sciencenet.org.uk/slup/CuttingEdge/Sep01/mitochondria.html
http://www.theory-of-evolution.org/

Perspectives: Volcano Gorillas

1. Locate the Virunga Mountains on a map of Africa. What type of flora and fauna exist in this region? Where is Mount Nyiragongo located? When did it erupt? How have eruptions of the Virunga volcanoes affected the people and wildlife in the region? Why are conservationists particularly concerned about the mountain gorilla populations?

2. Inform students that mountain gorillas are one of several species of great apes that are in danger in Africa. How can humans help save the great apes? Refer students to the links below to learn more about these great ape species, their habitats, and why they are endangered. Then, divide the class into small groups. Have each group pretend it is a task force for the "Great Apes Survival Project." Ask: How would you raise awareness and interest in the effort to protect the great apes? Allow groups time to brainstorm. Then, challenge each group to come up with a campaign designed to make people aware of the threats to great apes and the possible remedies. Have each group present its ideas and discuss the obstacles its campaign might encounter. (*Note to teachers: You may want to prescreen the Web sites below, as some contain graphic material.*)

   EXTENSION: Teachers: Go to http://fyi.cnn.com/2002/fyi/news/01/18/volcano/ index.html for a CNNstudentnews.com article and lesson plan on the eruption of Mount Nyiragongo.

LINKS:
http://www.cotf.edu/ete/modules/mgorilla/mgprimeval.html
http://www.kilimanjaro.com/wspa/apefact.htm
http://www.kilimanjaro.com/gorilla/index.html
http://www.panda.org/species/apes.cfm
http://www.gorilla.org/

Culture Report: Togo Piano Prodigy

1. Who is Kheli Fiadjoe? Where is he from? Why is Kheli different from other students in his South Carolina high school? What kind of school is Kheli attending? What difficulties is he facing at his new school?

2. What accomplishments and obstacles has he experienced in his quest to learn classical piano? What entitled Kheli to attend the Governor's School?

3. What was Kheli's dream when he was young? Why do you think Kheli left Togo to pursue his dream? Why do you think Kheli intends to return to Togo to open a music conservatory? In your opinion, how might the Togolese people benefit from Kheli's return to his homeland?

4. How have adults influenced and fostered Kheli's professional development? In your opinion, what roles do adults play in the development of children? Have students write brief essays that examine how different adults have influenced their development and accomplishments. Have students share their essays in class discussion.

5. What is a "child prodigy"? Direct groups of students to the Web sites below and other multimedia resources to prepare presentations on the lives of other child prodigies in various countries. Have each group present its findings to the class. Then ask: Is Kheli Fiadjoe's life as a child prodigy different from, or similar to, the lives of other child prodigies? Explain.

6. Have students brainstorm a list of ways that music has influenced their lives. Then, as a class, discuss the role of music in the life of a child. Ask students: How does music contribute to the culture of a country and the lives of its people? Explain.

LINKS:
http://www.cia.gov/cia/publications/factbook/geos/to.html
http://www.afrika.com/togo/

http://www.ontheline.org.uk/explore/journey/togo/toindex.htm
http://www.ontheline.org.uk/explore/journey/togo/educ.htm
http://www.cnn.com/SPECIALS/2001/americasbest/pro.hhahn.html
http://www.cnn.com/CNN/Programs/people/shows/tiger/profile.html
http://www.cnn.com/CNN/Programs/people/shows/agassi/profile.html
http://www.cnn.com/2001/US/08/30/uab.student/index.html

Student Bureau: Lawachara Forest

1. Locate Bangladesh on a world map. What images often come to mind when this country is mentioned? How does the Lawachara National Forest differ from these images? Explain why Lawachara is "a true treasure trove of biodiversity" in Bangladesh.

2. What human actions are threatening the rain forest habitat in Lawachara? According to Dr. Mustafa Feeroz, how long could it be before there will be few wild species left in this rain forest? How are the repercussions of human actions also being felt downstream? What is Hail Haor? What is deforestation? How is deforestation destroying fish in Hail Haor?

3. The rain forest of Lawachara is not the only forest being threatened. Challenge groups of students to locate other threatened forests throughout the world. Then have each group research one of the forests to learn more about its species, ecosystems, how it is used by humans and the factors that threaten its existence. Direct each group to use its information to develop a public awareness campaign to save its forest.

LINKS:
http://www.bhuiyan.com/travel/teaplant.htm
http://www.camacdonald.com/birding/asiabangladesh.htm
http://bsrsi.msu.edu/trfic/
http://forestry.about.com/cs/rainforest/index.htm?iam=dpile&terms=tropical+forest

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EDITOR'S NOTE:
Powers Report
Arthur Andersen
Iraq
Iran
ape
mitochondrial DNA
mountain gorillas
Bangladesh

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CNN NEWSROOM Guide

February 05, 2002

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:45...01:00

CNN STUDENT NEWS ... 00:10...01:10
Today's top stories

Enron Investigation ... 04:25...05:35
-Congress delves deeper into the Enron hearings.
-Enron could be a dangerous political metaphor for President Bush.

In the Headlines ... 03:15...08:50
This year's World Economic Forum was marked by peaceful protests.

Olympic Security ... 02:25...11:15
Security is a top priority for Olympic organizers.

Look Ahead ... 00:30...11:45
February 11-15: Olympic Game Coverage

Chronicle: Back to School ... 03:35...15:20
New York City students at P.S. 234 return to school.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...15:30
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: WTC Environmental Concerns ... 03:30...19:00
Hazardous materials were released into the air when the Twin Towers collapsed.

Health Report: Post Traumatic Stress ... 03:15...22:15
NYC financial district workers struggle with the emotional effects of the September 11 attacks.

Smart Medicine ... 00:35...22:50
Antibiotics are not necessary for most upper respiratory problems.

Student Bureau ... 02:35...25:25
Air pollution is a serious problem in Mexico City.

Where in the World? ... 01:00...26:25

Answer: Mexico

CNN NEWSROOM CLOSE ... 01:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Enron Investigation

1. What is the purpose of the Enron congressional hearings? Who is Kenneth Lay? How did lawmakers respond to Lay's refusal to testify on Capitol Hill yesterday? Why do some legal experts believe that at least some Enron officials will be prosecuted?

2. What does it mean to be "granted immunity"? Why do you think some witnesses may refuse to testify in the Enron case unless they are granted immunity? Under what circumstances do you think immunity should be granted to witnesses in the Enron case?

3. Why do some people think that the Enron scandal might damage the Bush administration? Why do you think some Democrats want to avoid politicizing the Enron scandal?

4. What is a "political metaphor"? How can the Enron scandal be used as a political metaphor? What is the definition of "Enron economics"? Challenge each student to create a political cartoon that illustrates either the Enron metaphor or President Bush's response to the metaphor. Have students share their cartoons with the class.

5. Refer students to library and multimedia news sources to identify examples of political metaphors that have been used by U.S. politicians during the last 20 years. For each metaphor, have students identify its meaning, its target audience, and its impact on a political party or a specific person.

6. Teachers: Visit http://fyi.cnn.com/2002/fyi/lesson.plans/02/04/enron.lay/ for a CNNstudentnews.com lesson plan on Enron officials' Fifth Amendment rights.

   For a CNNstudentnews.com Backgrounder on Enron, go to: http://fyi.cnn.com/2002/fyi/news/01/16/backgrounder.enron/index.html.

LINKS:
http://fyi.cnn.com/2002/LAW/02/04/enron/index.html
http://www.ihr.org/jhr/v05/v05p325_Hattenhauer.html
http://acjournal.org/holdings/vol2/Iss2/editorials/kiewe/

In the Headlines: World Economic Forum

1. What was the World Economic Forum (WEF)? Where was it held? Why did some people

demonstrate at the WEF? What factors influenced the mood of the demonstrators? How was the experience of New York hosting the WEF different from when other cities have hosted similar events?

2. Have you ever been part of a protest? If so, why did you participate in the protest? Was it a peaceful protest? What was the outcome of the event? How did authorities respond to the situation? Was the protest effective? Why or why not? In retrospect, should you, the other protesters, or the authorities have done anything differently? Explain.

3. Point out to students that the First Amendment to the U.S. Constitution guarantees the right of the people to peaceably assemble. Ask: Why is the right to peaceably assemble important in a democratic society? Have pairs of students conduct research to identify examples of peaceful demonstrations that have occurred in the U.S. during the last 50 years. Instruct each pair to identify the circumstances surrounding the protest, and whether or not it was effective. After students present their findings, ask: In a democratic society, should all groups have the opportunity to peacefully assemble in any place? What responsibilities should accompany the right to assemble? Discuss.

4. For an online article on the World Economic Forum, visit the following CNNstudentnews.com site: http://fyi.cnn.com/2002/fyi/news/02/04/wef/index.html.

LINKS:
http://cnn.com/2002/US/02/02/world.forum.ap/index.html
http://cnn.com/2002/US/02/02/world.forum/index.html

Olympic Security

1. When and where are the next Olympic Games taking place? What measures are being taken to protect the athletes and spectators? How many military personnel will participate in the security effort? Would you feel comfortable attending the Olympic Games in Salt Lake City, Utah? Why or why not?

2. What are the benefits and drawbacks associated with hosting the Olympic Games? Direct students to the Web sites below to learn about the history and scope of the 2002 Olympic Games. Ask students to investigate how Salt Lake City is modifying its infrastructure to accommodate the Olympic Games. How do local businesses and residents stand to benefit by the games? To what extent will local residents and businesses be affected by the heightened security? After students present their findings, have them consider whether the benefits of hosting this year's Olympic Games outweigh the drawbacks.

3. Point out that, according to the White House, "More than $300 million in combined federal, state and local funds have been allocated for security for the Winter Olympics." Refer students to the links below, and other news sources, to learn more about Olympic security and how the security funds are being spent. Ask students to identify the different roles of the federal agencies that are involved in security at the Olympic Games. After students share their findings, ask: Should taxpayers help fund Olympic security? Given the exorbitant cost of providing security at the Winter Olympics, do you think the 2002 Games should still be held? Why or why not? Have students consider the political and economic ramifications of canceling the Games.

LINKS:
http://www.saltlake2002.com/x/f/frame.htm?u=/news/slocmain_front.asp
http://www.whitehouse.gov/news/releases/2002/01/20020110-7.html

http://www.senate.gov/~bennett/2002_olympic_security_funds_su.html
http://cnn.com/2002/US/01/30/olympic.security/index.html
http://cnn.com/2002/TRAVEL/NEWS/01/17/olympic.restrictions/index.html

Chronicle: Back to School

1. Where is P.S. 234 located? How did the September 11 terrorist attacks affect students at P.S. 234? How do the students feel about going back to P.S. 234? Why are some parents concerned about sending their children back to the school?

2. Refer students to the links below to learn about the impact of the World Trade Center disaster on the P.S. 234 community. What challenges do you think lie ahead for the students and staff at P.S. 234? Discuss.

3. Use this opportunity to have students reflect on the changes that have occurred in their lives as a result of the September 11 attacks. Have students write journal entries that explore the following questions: Where were you when the September 11 attacks occurred? How did the attacks impact you? Did it affect your performance at school? If so, how? Have your feelings about the events of September 11 changed during the last five months? Explain. Invite students to share their thoughts in class discussion.

LINKS:
http://www.ps234.org/index.html
http://fyi.cnn.com/2001/fyi/news/09/17/backgrounder.what.happened/index.html

Perspectives: WTC Environmental Concerns

1. What types of hazardous materials were released into the air when the World Trade Center (WTC) collapsed? What potential health problems do these materials pose for rescue workers, local residents, and businesspeople? What is the U.S. Environmental Protection Agency's role regarding the collapse of the WTC? According to the EPA, how safe is the air around Ground Zero? Why are some people criticizing the EPA for its response to the WTC collapse?

2. Direct students to the EPA Web sites below to learn more about this government agency and its role following the September 11th attacks. Discuss the challenges that the EPA faces in terms of coordinating efforts with federal, state and local agencies. Do you think the criticisms being leveled at the EPA regarding its response to the WTC collapse are justified? State your rationale.

3. What are different sources of air pollution? Point out to students that, according to the EPA, "Most people are aware that outdoor air pollution can damage their health, but many do not know that indoor air pollution can also cause harm." Refer students to the links below to learn more about the sources and health effects of outdoor and indoor air pollution. Then, direct each student to prepare a report about the health problems that result from either outdoor or indoor air pollution.

LINKS:
http://www.epa.gov/
http://www.epa.gov/epahome/wtc/
http://www.epa.gov/ebtpages/air.html

Health Report: Post Traumatic Stress

1. How were many employees in New York's financial district emotionally affected by the September 11 attacks? Why are many of these employees having difficulty coping in the aftermath of the attacks? How does the culture of a brokerage firm contribute to the emotional difficulties that some brokers are experiencing as a result of the terrorist attacks?

2. What is the state of the U.S. economy? According to Dr. Richard Rosenthal, what is the correlation between the emotional health of workers in the financial and securities industries and the recovery of the U.S. economy?

3. What is stress? What is post traumatic stress disorder (PTSD)? How does PTSD differ from other forms of stress? How can stress affect the human body? Have students work in groups to learn about the positive and negative effects that stress can have on humans. Have students identify the correlation between harmful stress and the onset of different diseases and disorders. After students share their findings, discuss ways of relieving harmful stress and the physiology behind these methods.

4. Teachers: Please note that students who have witnessed, experienced or who have been directly affected by the terrorist attacks are at risk for developing PTSD. Though its symptoms can occur soon after the event, PTSD often surfaces several months or even years later. If you would like additional information about the symptoms, effects, and treatment of PTSD in children and adolescents, please visit the following National Center for Post Traumatic Stress Disorder Web site: http://www.ncptsd.org/facts/specific/fs_children.html.

LINKS:
http://www.health101.com/ait101b.htm
http://my.webmd.com/content/article/1680.51975

Student Bureau: Mexico City Pollution

1. Locate Mexico City on a world map. What is thermal inversion, and how does it play a role in the city's air pollution problem? According to Former Minister of the Environment Alejandro Encinas, what are the causes of air pollution in this city? How is the city's garbage output contributing to other forms of pollution?

2. What steps has the Mexican government taken to respond to the city's pollution problems? Describe the objective of the "Hoy no circula" program. How has Mexican gasoline been altered to comply with international standards?

3. How have members of Mexico City's population been affected by air pollution? Do you live in an area where air pollution is a problem? If so, how does it affect your life? If not, how is your community different from others that experience air pollution?

4. Point out to students that Mexico City has become known for poor air quality among world cities. What factors have combined to cause this problem? Have students work in groups to research the economic, social, environmental and geographic factors that have contributed to Mexico City's air pollution. Direct each group to share its findings. Discuss measures that the city's citizens, businesses and government could take to improve this situation and the possible economic and political consequences of those measures.

LINKS:

http://www.colby.edu/personal/t/thtieten/air-mex.html
http://news.bbc.co.uk/low/english/world/americas/newsid_476000/476527.stm
http://www.ess.co.at/GAIA/CASES/MEX/
http://www.sciencedaily.com/releases/1997/09/970909054454.htm

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EDITOR'S NOTE:
Enron
political metaphor
peaceable assembly
Olympic Games
security
air pollution
Mexico
PTSD

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CNN NEWSROOM Guide

February 06, 2002

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:45...01:00

CNN STUDENT NEWS ... 00:10...01:10
Today's top stories

Enron Investigation ... 05:15...06:25
-A Senate panel votes to issue a subpoena for Kenneth Lay.
-Multiple congressional committees are investigating Enron.

In the Headlines ... 03:05...09:30
Al Qaeda and Taliban leaders may have escaped into Iran.

Compensation Controversy ... 05:15...14:45
-Controversy surrounds the allocation of WTC relief funds.
-Partnerships between businesses and WTC relief charities can be misleading.

Chronicle: Olympic Toilets ... 02:05...16:50
Portable toilets are serious business at the Olympics.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...17:00
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Lead Tainted Town ... 03:20...20:20
Lead poisoning affects citizens in Herculaneum, Missouri.

Business Report: Fallout Shelter Surge ... 02:50...23:10
Fear of terrorism sparks a surge in fallout shelter sales.

Student Bureau ... 03:25...26:35
Mountain climbing is a popular sport in Kyrgyzstan.

Where in the World? ... 01:00...27:35
Answer: Kyrgyzstan

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Enron Investigation

1. How did Arthur Andersen CEO Joseph Berardino respond to Congressman Gary Ackerman's charge that his company caused Enron to fail? Who is Kenneth Lay? Why did the Senate Commerce Committee vote to issue a subpoena for Kenneth Lay?

2. How many congressional committees are involved in the investigation of Enron? Why are there so many committees? What is a "select committee"? What examples of previous select committees are mentioned in the video? What are some of the benefits and drawbacks of forming a select committee to investigate Enron?

3. Direct students to http://www.tba.org/lawbytes/T9_1807.html to answer the following question: What is a subpoena? Then ask: Do you think that lawmakers were right in issuing a subpoena to force Lay to appear in court? Why or why not?

   EXTENSION: Ask students: Will Lay's appearance in court guarantee that lawmakers receive the information they seek regarding the collapse of Enron? Have students consider this issue and the significance of the Fifth Amendment in criminal cases. For additional information and discussion questions about the Fifth Amendment, go to: http://www.cnn.com/2002/fyi/lesson.plans/02/04/enron.lay/.

LINKS:
http://cnn.com/2002/US/02/05/enron/index.html
http://fyi.cnn.com/2002/fyi/news/01/16/backgrounder.enron/index.html

In the Headlines: Finding al Qaeda

1. In what countries are al Qaeda and Taliban leaders thought to be seeking sanctuary? Who is Abu Zubaydah? Where is he believed to be located? Why is his capture important to the War on Terrorism?

2. What nations has President George W. Bush included in what he calls the "axis of evil"? How might Mr. Bush's statement impact relations between the U.S. and Iran, and the War on Terrorism?

3. Point out that yesterday, Iran asked for help from the U.S. to arrest al Qaeda fighters who may have fled to Iran from Afghanistan. Why is this request politically significant? How do you think the U.S. should respond to Iran's request? Discuss.

4. Teachers: For background information on Iran, Iraq and North Korea, and teaching activities related to

the current tensions between the U.S. and these nations, visit the following three CNNstudentnews.com Web sites:
http://fyi.cnn.com/2002/fyi/news/02/01/backgrounder.iran/index.html

http://fyi.cnn.com/2002/fyi/news/02/01/backgrounder.iraq/index.html

http://fyi.cnn.com/2002/fyi/news/02/05/backgrounder.nkorea/index.html.

LINKS:
http://cnn.com/2002/US/02/03/iran.alqaeda/index.html
http://cnn.com/2002/WORLD/asiapcf/central/02/04/iran.us.reaction/index.html
http://cnn.com/2002/WORLD/meast/02/05/ret.attack.iran.reut/index.html

Compensation Controversy

1. Why is it difficult for many families of September 11 victims to obtain financial assistance from relief charities? Who is Kenneth Feinberg? What challenges has he encountered as the overseer of the Victim's Compensation Fund?

2. What evidence suggests that some of the partnerships between businesses and WTC relief charities are misleading to consumers? What advice does New York State's Attorney General give consumers about donating to charity? How do you think companies benefit from donating a percentage of their profits to charity?

3. Have you ever purchased products because a percentage of the company's profits go to a charity? If so, explain. Point out to students that this CNN Student News segment underscores the importance of being an informed consumer. If a person wanted to donate to a cause by purchasing products that support the cause, how might he/she find out the best products to purchase? How can consumers find out if the amount of money that a company claims it is donating to charity is accurate?

4. Solicit students' views on how the September 11 relief funds should be allocated. Ask students to recall previous stories of families whose lives have been forever changed as a result of the terrorist attacks. Ask students:
   - Who are some of the individuals who were lost in these attacks?
   - What other losses (such as injuries and property damage) were experienced?
   - Should individuals who have endured physical suffering or property damage be given financial aid as well?

   After brief discussion, divide the class into small groups. Have each group develop and present a plan for allocating relief funds to those individuals and families they think should receive them. Have each group present its plan and discuss the rationale used to determine who should receive aid, and how much money should be awarded in specific cases. Discuss the difficulties groups faced in making their determinations.

LINKS:
http://fyi.cnn.com/2001/US/12/20/rec.victims.compensation/index.html
http://www.usdoj.gov/victimcompensation/
http://www.uwnyc.org/sep11/

http://www.redcross.org/

Chronicle: Olympic Toilets

1. What company is providing portable toilets at the Olympics in Salt Lake City, Utah? Why was this company awarded the Olympic portable toilet contract?

2. What impresses you about the quality of different products? Have you ever paid more for a product because of its superior quality? If so, explain. Do you think the most expensive products are always the best? State your rationale.

3. Inform students that large events, such as the Olympics, generate the need for certain services that are provided by vendors. Ask students to imagine that their community will be hosting a world event. Help students to create a list of the necessary services that their community will need to provide for the event, such as transportation, sanitation, security and medical care. After students complete the list, ask: What criteria do you think government officials should use to select the vendors that will provide these services? On which factor do you think government officials should place more emphasis, the vendors' fees or the quality of their services? Discuss.

LINKS:
http://www.satelliteindustries.com/original/businessopp.html
http://www.saltlake2002.com/x/f/frame.htm?u=/news/slocmain_front.asp
http://www.governor.state.ut.us/olympic/FIOlympicRpt1998.htm

Perspectives: Lead Tainted Town

1. What type of environmental contaminant is produced by the Doe Run Resources Corporation (Doe Run) lead smelting plant in Herculaneum, Missouri? How has the lead poisoning affected the citizens of Herculaneum and the local environment? How have the U.S. Environmental Protection Agency and the Doe run company responded to this environmental problem? Why are some individuals skeptical about moving back to Herculaneum after the clean-up? In your opinion, should the U.S. government close the smelting plant? Why or why not?

2. Direct students to Internet resources, including the last two Web sites below, to investigate the different causes of lead poisoning and resulting health problems. Have students create an informational community campaign, including a brochure, to educate their peers about the causes, symptoms and treatment of lead poisoning.

LINKS:
http://www.komu.com/news/html/body_herculenium.html
http://www.epa.gov/region07/programs/spfd/herculaneum_responsiveness_summary.htm
http://healthyamericans.org/state/clusters/cluster.php3?HotSpotID=28
http://www.epa.gov/lead
http://www.cdc.gov/nceh/lead/lead.htm

Business Report: Fallout Shelter Surge

1. What is a fallout shelter? When were fallout shelters last popular in the U.S.? What has happened to the sale of fallout shelters in the U.S. since September 11, 2001? Why?

2. What does Paul Seyfriend have in his fallout shelter? Why does he feel it's necessary to have one of these shelters? How many people will his shelter accommodate? What is the price range for fallout shelters like Seyfriend's?

3. What are the three main markets for Radius Defense Engineering? Why do you think the company's president compares his business to "selling seatbelts"? Do you agree with his comparison? Why or why not? According to a recent study conducted for the governor of New Hampshire, which is the more likely nightmare scenario, a terrorist attack or the mass evacuation following one? Why do you think this is so?

4. Challenge students to examine the impact of current events on consumer demand for specific goods and services.
    1. Divide the class into groups.
    2. Have each group identify one specific historical period or natural event and the goods and services that were in demand as a result. For example, students probably remember Y2K and consumer fears of computers crashing and loss of public services. Ask students if they or their families collected bottled water, flashlights and batteries, or bought computer software in anticipation of Y2K. How did Y2K create a market for these goods?
    3. Have each group share its event and list of goods and services with the class.
    4. In each case, did the goods and services that were in demand continue to enjoy the same level of demand after the event? Why or why not? To what extent did the supply of these goods and services impact consumer demand? After the event, did any of these goods or services become obsolete? If so, what happened to their price?

    Finally, ask students: How long do you think the demand for fallout shelters will sustain itself? Which of these factors is likely to have the greatest impact on the demand: Price, supply, or current events? Why?

LINKS:
http://www.fema.gov/fema/
http://www.investorwords.com/

Student Bureau: Mountain Climbing

1. Where is Kyrgyzstan? What is "Alpinism"? Who participates in this sport in Kyrgyzstan? Why is this sport a risky one? What are the rewards of mountain climbing?

2. Have you ever climbed or hiked up a mountain? If so, describe the experience. How did it physically and emotionally affect you? What do you think drives some individuals to climb the world's highest mountains, like Mount Everest? Would you ever consider taking on a similar physical challenge? Explain.

3. Challenge your students to put themselves in the place of mountain climbers. Ask them to consider what they might feel, see and experience when they reached the mountain's summit. Have each student write a short paper that begins with the phrase "When I reached the mountain top, I saw..." Encourage students to use words that convey vivid images and feelings in their writing. Have students share their creative writing with the class.

LINKS:
http://www.mountains2002.org/events/
http://www.alpine-club.org.uk/

http://www2.mimer.no/~janhol02/m_ky.htm

EDITOR'S NOTE:
subpoena
select committee
Iran
al Qaeda
relief funds
lead poisoning
Kyrgyzstan

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CNN NEWSROOM Guide

February 07, 2002

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:20... 00:20

TODAY'S NEWS ... 00:40...01:00

Mideast Conflict ... 04:40...05:40
Israeli Prime Minister Ariel Sharon will visit the U.S.

Ask CNN ... 01:05...06:45
What do U.S. diplomats do in foreign countries?

In the Headlines ... 01:35...08:20
A federal judge denies bail for John Walker Lindh.

Enron Investigation ... 02:45...11:05
Many Enron employees lose their 401(k) investments.

Chronicle: Reporter's Notebook ... 05:45...16:50
CNN correspondent Jason Bellini returns from Afghanistan.

Look Ahead ... 00:30...17:20
February 11-15: Olympic Game Coverage

CNN STUDENT NEWS PERSPECTIVES ... 00:10...17:30
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Nuclear Weapons Plants ... 02:30...20:00
Are U.S. nuclear weapons facilities vulnerable to terrorist attacks?

Science Report: Food Oxygen ... 02:30...22:30
A biotech company promotes the use of ozone to clean food.

Smart Medicine: Stairs ... 00:30...23:00
Taking the stairs can help get you in shape.

Student Bureau ... 02:50...25:50
Urban backpacking is an economical travel alternative.

Where in the World? ... 01:00...26:50
Answer: Rocky Mountains

CNN NEWSROOM CLOSE ... 01:10... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Mideast Conflict

1. Why is Israeli Prime Minister Ariel Sharon visiting the U.S.? Why is his visit politically significant? Where do the Palestinians currently live? What is the Palestinian intifada? How would you describe the status of relations between the Palestinians and the Israelis?

2. What have been some of the positive outcomes of Israeli-Palestinian peace negotiations? What role has the U.S. played in the israeli-Palestinian peace process? What "major sticking points" stand in the way of establishing lasting peace between the Israelis and the Palestinians?

3. Who is Ken Stein? What is his view on the future of relations between the Israelis and the Palestinians? Do you think the historical information presented in this CNN Student News segment supports or refutes Stein's assertion? Discuss.

4. Teachers: For a CNNstudentnews.com lesson plan related to the ongoing violence between the Israelis and the Palestinians, and its impact on the Middle East peace process, go to: http://fyi.cnn.com/2001/fyi/lesson.plans/12/03/mideast/index.html.

   Also, students can access a Holt, Rinehart and Winston map of Israel at: http://go.hrw.com/atlas/norm_htm/israel.htm.

LINKS:
http://www.cnn.com/2002/US/02/06/israel.arafat/index.html
http://www.cnn.com/SPECIALS/2001/mideast/
http://www.time.com/time/world/article/0,8599,186796,00.html
http://fyi.cnn.com/SPECIALS/2001/mideast/index.htmlGUIDE

Enron Investigation

1. What is a 401(k)? What is a "lockdown"? Why did many Enron employees lose their 401(k) investments? What is a diversified investment portfolio? Why would it have been important for Enron employees to have diversified investments?

2. What position does Cindy Olson hold at Enron? When and why did she sell $6 million of her own

Enron stock? Why didn't Olson advise her fellow employees to sell their Enron stock back in August? What is your opinion of Olson's actions? What, if anything, should Olson have done differently after she learned about the possible accounting scandal? State your rationale.

3. In class discussion, review the general role of government in a free market economy. Next, lead a class brainstorming session to generate a list of times when the federal government intervenes in the free market to protect consumers. Review what students know about the Enron case and its consequences for investors. Inform students that some experts are advocating greater government regulation of employee retirement plans, including limiting the amount of stock employees can purchase, to prevent another Enron from happening again. What do students think the role of the federal government should be in private and corporate investment? Have each student write an essay in support of or opposition to a greater government role in protecting investors.

LINKS:
http://www.cnn.com/2002/US/02/06/enron/index.html
http://fyi.cnn.com/2002/LAW/01/15/enron/index.html
http://www.citizen.org/
http://www.washingtonpost.com/wp-dyn/articles/A29450-2002Feb5.html

Chronicle: Reporter's Notebook

1. What stories did CNN correspondent Jason Bellini cover while he was in Afghanistan? How did he find these stories? Which story was his favorite? What unexpected lesson did Jason learn while covering the Kite story? Why do you think some of the Afghan children displayed brutality during the kite flying event?

2. If your students have been following Bellini's travels through Afghanistan, ask them to share their impressions of the country and their opinions of Bellini's stories. Ask: Which stories did you find the most interesting and moving? What did you like the most/least about Bellini's coverage of Afghanistan? What, if anything, would you have liked to see Bellini do differently? Discuss.

3. What types of changes have been taking place in Kabul since the Taliban lost control of the city? What was education like for Afghan boys and girls under the Taliban? Who is Sadika Almadi? What type of school did she run? Why did Bellini find Sadika's story so moving?

4. Direct groups of students to the Internet and other resources to learn more about the Taliban's treatment of women in Afghanistan. Share students' findings. Ask students to recall the meaning of the word "apartheid" and the country in which this policy of segregation was most recently practiced. Point out that some international observers have referred to the Taliban's treatment of Afghan women as "gender apartheid." Do students agree or disagree with this categorization? Discuss.

LINKS:
http://www.usc.edu/dept/MSA/humanrelations/womeninislam/
http://www.time.com/time/world/article/0,8599,185651,00.html
http://www.wspa-americas.org/afghan_assess.htm

Perspectives: Nuclear Weapons Plants

1. According to current and former workers at U.S. nuclear weapons plants, why are U.S. nuclear weapons facilities vulnerable to terrorist attacks? What nuclear-related materials might be of use to

terrorists? How has the U.S. Department of Energy responded to the workers' charges? Do you think their response was justified? Why or why not?

2. What are nuclear weapons? What are plutonium and uranium? Why does the U.S. develop nuclear weapons? Refer students to the links below and other resources to learn more about nuclear weapons and the safety risks associated with developing them. Next, divide your class into seven groups. Have each group conduct research to learn about the efforts of one of the following government agencies that are addressing the issues of nuclear security and nuclear terrorism in the U.S.:
   - U.S. Nuclear Regulatory Commission
   - U.S. Department of State
   - U.S. Department of Energy
   - U.S. Central Intelligence Agency
   - Office of Homeland Security
   - Federal Bureau of Investigation
   - Federal Emergency Management Agency

   Have each group make a formal presentation of its findings. Then, have each student write a position paper that addresses the following questions: Were the workers' charges about the safety of U.S. nuclear weapons facilities justified? Should the U.S. continue to develop nuclear weapons? Why or why not? Have students share their papers with the class.

LINKS:
http://www.nnsa.doe.gov/
http://www.llnl.gov/
http://www.nci.org/nci-nt.htm

Science Report: Food Oxygen

1. What types of chemicals are used to clean food? In which of the four states of matter is ozone found? What is the most common way that ozone is used as a decontaminate? Why? What is the cost of an ozone generator? What are the pros and cons of using chlorine and ozone to clean food? Why do you think chlorine has been banned as a disinfectant for organic food in Great Britain?

2. Point out to students that ozone is one of the most powerful sterilants in the world, and its function is to destroy bacteria and viruses. Refer students to the Web sites below and their chemistry textbooks to learn more about ozone. Pose the following questions to guide their research:
   1. Under what circumstances does ozone occur naturally?
   2. When is ozone dangerous to people?
   3. What is the life cycle of ozone?
   4. What are some uses for ozone?
   5. Why must ozone be generated on-site?
   6. Why are ozone generators so expensive?

   Have students create a "T- Chart" listing the advantages and disadvantages of using ozone as an antimicrobial agent on food. Invite students to share their charts.

3. Inform students that, on June 28, 2001, the Food and Drug Administration amended its food additive regulations to permit the use of ozone as an antimicrobial agent. As a class, have students generate a list of food-related businesses. Next, instruct each student to conduct research to learn about one of the food-related businesses and the scope of its services. Then, have students draw upon their research to write letters to the business owners about whether or not they should purchase ozone generators. Have students consider whether the long-term benefits of using ozone outweigh the high cost of

purchasing an ozone generator. Have students share their letters with the class.

LINKS:
http://www.fda.gov/OHRMS/Dockets/98fr/062601a.htm
http://www.bioquell.com/technology.asp
http://c3.org/chlorines_everyday_uses/before.html
http://www.mold-kill.com/whatisozone.html

Student Bureau: Urban Backpacking

1. What does the word "urban" mean? What is the "concrete jungle"? How are urban backpackers different from typical backpackers? What is a hostel? What do some of the backpackers seen in the video think of hostels? Besides staying at hostels, what other tips do experts offer urban backpackers?

2. Ask students: If you were an urban backpacker, where would you go? What would you want to see? Where would you stay? Have each student select a location anywhere in the world and research and plan a week-long urban backpacking excursion to his/her chosen location. In their written plans, students will want to address all the details for their trip, including what they will wear (bearing in mind their destinations' climates), what they will carry, where they will stay, what they can expect to eat, the sights they will see, and how they will get from place to place. Have each student share his/her travel plan with the class.

LINKS:
http://www.hostelengland.com/
http://www.oratory.com/travel/pack_list.html

EDITOR'S NOTE:
Ariel Sharon
Israeli-Palestinian conflict
401(k)
diversified investments
nuclear weapons
terrorism
ozone
urban

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CNN NEWSROOM Guide

February 08, 2002

CNN Student News is going to the Olympics! Join Anchor Michael McManus as he reports from the Games in Salt Lake City, February 11-15 on CNN Student News and CNNstudentnews.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:50...01:05

CNN STUDENT NEWS ... 00:10...01:15
Today's top stories

Enron Investigation ... 02:25...03:40
Former Enron CEO Jeffrey Skilling testifies before a House committee.

In the Headlines ... 03:25...07:05
Taliban detainees will receive the safeguards of the Geneva Conventions.

Taking The Fifth ... 02:10...09:15
What does it mean to "plead the Fifth"?

Chronicle: Salt Lake City ... 04:40...13:55
-Salt Lake City prepares to host the Olympics.
-Athanasios Kritsinelis collects Olympic torches.

Look Ahead ... 00:30...14:25
February 11-15: Olympic Game Coverage

CNN STUDENT NEWS PERSPECTIVES ... 00:10...14:35
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Antarctica ... 01:50...16:25
New research suggests that ice is getting thicker and weather is growing colder in Antarctica.

Ask CNN ... 00:50...17:15
What percentage of the market is driven by 401(k)funds?

Week In Review: Enron Investigation ... 04:00...21:15
Congressional committees investigate Enron.

Student Bureau ... 04:15...25:30

The Teach for America program is part of the Bush education reform package.

Where in the World? ... 01:00...26:30
Answer: Antarctica

CNN NEWSROOM CLOSE ... 01:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Enron Investigation

1. Who is Jeffrey Skilling? What was his position at Enron? What information did he offer in his testimony to the House Energy and Commerce Committee? Who is Sherron Watkins? How did Skilling respond to Watkins' allegations about his role in the downfall of Enron? How did lawmakers respond to Skilling's testimony?

2. Who are the key players in the Enron investigation thus far? Refer students to news resources, including the Web sites below, to identify the central people involved in the Enron investigation. Have students write brief biographies of these individuals and explain their alleged roles in the Enron scandal. Compile students' information to create a resource book for your classroom. Students can add or modify information as the news story develops.

LINKS:
http://www.cnn.com/money/2002/02/07/news/enron_roundup/
http://money.cnn.com/news/specials/enron/

In the Headlines: Geneva Conventions

1. Who are the detainees being held at Guantanamo Bay, Cuba? How many detainees are at Camp X-Ray? What is President George W. Bush's policy on the treatment of the detainees? Why will the Geneva Conventions only apply to the Taliban detainees and not to the al Qaeda international terrorists?

2. What measures are being taken to enhance security at Camp X-Ray? Do you think these measures are fair to the detainees? Why or why not? Why do you think Guantanamo Bay officials allowed representatives from Arabic Media and Middle East Television to tour Camp X-Ray? How would you describe the overall treatment of the detainees at Guantanamo Bay?

3. Challenge students to learn more about the Geneva Conventions and their stipulations for the treatment of prisoners of war. Students may want to consult the CNNstudentnews.com resource "Backgrounder: Geneva Conventions" at: http://fyi.cnn.com/2002/fyi/news/01/25/geneva.conventions/index.html. Have students share their information. Generate a class discussion about students' perceptions of the detainees' treatment, based on what students have seen in the video

and read in print media. Ask: What would the U.S. have to gain or lose by putting itself in the position of violating the Geneva Conventions? Do you think U.S. authorities can ensure the security of Camp X-Ray and maintain humane conditions for the detainees simultaneously? Why or why not?

LINKS:
http://fyi.cnn.com/2002/US/02/07/ret.factsheet.facts/index.html
http://www.cnn.com/2002/US/01/21/xray.conditions/

Taking The Fifth

1. What is the Fifth Amendment? What does it mean to "plead the Fifth"? During which famous Senate hearings in the last 50 years have people pleaded the Fifth? Who were some of the people that evoked their Fifth Amendment rights during these U.S. Senate hearings?

2. Why is the Fifth Amendment important in a democratic society? Have students conduct research to learn more about specific instances when people have pleaded the Fifth during Senate hearings. Then, ask each student to write an essay that summarizes their research and addresses the following questions: If the Fifth Amendment did not exist, how would these people have responded to questioning while under oath? What would be the ramifications of such testimony? Have students share their essays with the class.

LINKS:
http://news.bbc.co.uk/hi/english/world/americas/newsid_1801000/1801948.stm
http://caselaw.lp.findlaw.com/data/constitution/amendment05/
http://gi.grolier.com/presidents/ea/side/watergte.html

Chronicle: Salt Lake City

1. What city is hosting the 2002 Olympic Games? What has Salt Lake City done to prepare for the Games?

2. Refer students to print and online resources, including the Web sites below, to learn more about the history, geography and culture of Utah. Group students. Have each group create a travel brochure for one of Utah's cities or major sites, such as Zion National Park. Have each group include information about its area's location, history, culture, highlights and infrastructure. Compile the brochures and make them available to your school's library.

3. Who is Athanasios Kritsinelis? What has been his role in the Olympics during the last 26 years? What item does he collect? What is the Olympic torch relay? For how long has it been a part of the modern Olympic Games?

4. Refer students to multimedia resources, including the last Web site below, to learn more about the history of the Olympic Games and the significance of the torch relay. Have students share their information and discuss.

LINKS:
http://ads.msn.com/ads/abuimg/dda-scrolling-iframe.asp?data=http://ads.msn.com/ads/abuimg/gm_230x33
http://www.media.utah.edu/UHE/UHEindex.html
http://www.visitsaltlake.com/
http://www.saltlake2002.com/x/f/frame.htm?u=/news/slocmain_front.asp

http://sportsillustrated.cnn.com/olympics/2002/news/2001/12/04/torch_unitedstates_ap/
http://www.perseus.tufts.edu/Olympics/

Perspectives: Antarctica

1. Locate Antarctica on a world map. What percentage of the world's ice is in Antarctica? What is global warming? What warnings have scientists issued in the past about the effects of global warming on Antarctica? What new evidence suggests that the ice in Antarctica is getting thicker, and that the weather on the continent is getting cooler? What are the implication of these findings? Is there a correlation between these findings and global warming? Explain.

2. Direct students to multimedia resources to learn more about global warming and what scientists know about it. Share student findings in class discussion. Ask: Is there agreement among scientists on the subject of global warming? Do all scientists agree that the Earth's climate is getting warmer? Of those who agree, do they all think that humans are to blame? Discuss.

3. Inform students that there have been several famous expeditions to Antarctica, such as the expedition of "The Endurance." Direct students to library and online resources, including the last four links below, to identify famous expeditions to Antarctica. Write students' findings on the board. Then, group students and have each group choose one expedition from the list and conduct research to learn more about it. Direct each group to use a piece of posterboard and create a giant information card about the expedition that includes important facts, illustrations, and maps. Have each group present its information card to the class. Post the cards in chronological order to depict the history of the exploration of Antarctica.

LINKS:
http://www.epa.gov/globalwarming/
http://www.earthday.net/howto/tc-warming.stm
http://quest.arc.nasa.gov/antarctica/background/NSF/
http://www.polar.org/
http://terraquest.com/va/expedition/expedition.html
http://www.nsf.gov/pubs/1997/antpanel/4past.htm

Week In Review: Enron Investigation

1. What is the purpose of the Enron congressional hearings? How many of the people who were scheduled to testify yesterday "pleaded the Fifth"? Who is Kenneth Lay? How did lawmakers respond to Lay's refusal to testify? Who is William Powers? What study did he conduct? What information did Powers reveal in his recent testimony before a House subcommittee? Who are Michael Kopper and Andre Fastow? How might they have contributed to the downfall of Enron?

2. When is Lay expected to testify? Will Lay's appearance in court guarantee that lawmakers receive the information they seek regarding the collapse of Enron? Discuss. Have students consider this issue and the significance of the Fifth Amendment in criminal cases.

   For more information and discussion questions on this topic, go to: http://www.cnn.com/2002/fyi/lesson.plans/02/04/enron.lay/.

3. Teachers: For additional questions and activities on the Enron Investigation, please see the following CNN Student News Daily Guides:

February 4, 2002
February 5, 2002
February 6, 2002
February 7, 2002.

For a CNNstudentnews.com story and questions on the Enron Investigation, please go to:
http://fyi.cnn.com/2002/fyi/news/02/04/enron.lay/index.html

http://fyi.cnn.com/2002/fyi/lesson.plans/02/05/enron/

http://fyi.cnn.com/2002/fyi/news/01/16/backgrounder.enron/index.html.

LINKS:
http://fyi.cnn.com/SPECIALS/2002/enron/
http://fyi.cnn.com/SPECIALS/2002/enron/interactive/testimony/frameset.exclude.html

Student Bureau: Teach For America

1. What is the purpose of the Teach for America program? Why did Rebecca Friedman get involved in this program? How much time does a person have to commit to the program? Who is Rod Paige? Why does he support Teach for America?

2. Did many of the Teach for America participants go to college to study teaching? How did they learn about teaching techniques? What do some of the students at Booker T. Washington High School think of their Teach for America teachers?

3. By what title is President Bush's education initiative known? What is accountability? Why do you think school accountability is a priority in Mr. Bush's No Child Left Behind legislation? How could this legislation affect local school districts?

4. Point your students to the Web sites below to learn more about the Teach for America program and the No Child Left Behind Act of 2001. Direct students to learn more about these education initiatives. Have each student select one aspect of the Bush education reform package and write a critical analysis of that initiative.

LINKS:
http://www.teachforamerica.org/tfa/
http://www.ed.gov/offices/OESE/esea/

EDITOR'S NOTE:
Jeffrey Skilling
House Energy and Commerce Committee
Geneva Conventions
Fifth Amendment
Salt Lake City
Olympic torches

Enron
teaching

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CNN NEWSROOM Guide

February 11, 2002

From the physics of snowboarding to the history of Salt Lake City, CNN Student News brings the Olympic Winter Games into your classroom! Join us Feb. 11-15 on CNN Student News and CNNstudentnews.com.

---------- PROGRAM RUNDOWN ----------

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Today's top stories

Mideast Conflict ... 03:40...04:50
Violence escalates between the Palestinians and the Israelis.

In the Headlines ... 01:50...06:40
A new group of detainees arrives at Guantanamo Bay.

Belgium Apology ... 03:25...10:05
Belgium apologizes for its role in killing Congolese leader Patrice Lumumba.

Ask CNN ... 01:05...11:10
What is involved in planning for the Olympics?

Chronicle: Olympic Hopeful ... 03:10...14:20
For Afghans, the Olympics are still a dream.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...14:30
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Olympic History ... 06:30...21:00
Senator Orrin Hatch talks about the history of Salt Lake City.

Culture Report: Togo Girls' Education ... 03:10...24:10
Organizations work together to provide a girls-only education program in Togo.

Student Bureau ... 01:30...25:40
Ice Hockey is taking fans by storm in Asia.

Where in the World? ... 01:00...26:40

Answer: Canada

CNN NEWSROOM CLOSE ... 01:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Mideast Conflict

1. What is the current status of relations between the Palestinians and the Israelis? What were the targets of the most recent attacks between the Palestinians and the Israelis? What is the Palestinian intifada?

2. Why did Israeli Prime Minister Ariel Sharon visit the U.S. last week? What role has the U.S. played in the Israeli-Palestinian peace process? What is President George W. Bush's position on the violence taking place between the Palestinians and the Israelis? Why do you think the U.S. continues to maintain ties with Palestinian Leader Yasser Arafat? Do you support Mr. Bush's position on the Israeli-Palestinian conflict? Why or why not?

3. What factors stand in the way of establishing peace between the Israelis and the Palestinians? Who is Ken Stein? What is his view on the future of Israeli-Palestinian relations? Do you agree with Stein? State your rationale.

4. Teachers: For a CNNstudentnews.com lesson plan related to the ongoing violence between the Israelis and the Palestinians, and its impact on the Middle East peace process, go to: http://fyi.cnn.com/2001/fyi/lesson.plans/12/03/mideast/index.html.

   Also, students can access a Holt, Rinehart and Winston map of Israel at: http://go.hrw.com/atlas/norm_htm/israel.htm.

LINKS:
http://fyi.cnn.com/2002/WORLD/meast/02/10/mideast/index.html
http://fyi.cnn.com/SPECIALS/2001/mideast/
http://www.time.com/time/world/article/0,8599,186796,00.html

In the Headlines: Guantanamo Detainees

1. What is the current population at Camp X-Ray? Why are U.S. officials being selective about who is being brought into the camp? What criteria are officials using to select the detainees?

2. What process is being used to interrogate the detainees at Camp X-Ray? What U.S. government groups are involved in this process? In your opinion, what intelligence information might detainees provide that could be useful to the U.S.-led War on Terrorism? Why has the interrogation process been frustrating for U.S. officials? Why do you think U.S. officials are repeatedly interrogating

prisoners to get them to disclose intelligence information? What other action might the U.S. take (within the constraints of the law) to get the detainees to disclose information? Discuss.

3. Teachers: If you would like a CNNstudentnews.com article and lesson plan on why the U.S. is sending al Qaeda and Taliban detainees to Guantanamo Bay, visit: http://fyi.cnn.com/2002/fyi/news/01/07/cuba/index.html.

   Also, check out the following two CNNstudentnews.com sites for more information and teaching materials on the controversy surrounding the treatment of al Qaeda and Taliban detainees: http://fyi.cnn.com/2002/fyi/lesson.plans/01/23/Detainees.POWs/

   http://fyi.cnn.com/2002/fyi/news/01/15/cuba.detainees/index.html.

LINKS:
http://fyi.cnn.com/2002/WORLD/americas/02/10/ret.guantanamo.detainees/index.html

Belgium Apology

1. Who was Patrice Lumumba? How did he die? Why was his death controversial? What factors prompted the Parliamentary Commission to investigate the role of Belgium in the assassination of Lumumba? What were the commission's findings?

2. What is "colonialism"? Have groups of students research the history of Belgium and its colonization of the Congo. What were the benefits and drawbacks of colonization for both Belgium and the Congo? When and why did Belgium give up control of the Congo? What were the political and economic results of the withdrawal? What political factions gained power after Belgium gave up control? After students present their findings, ask: To what extent did the tumultuous history of Belgium-Congo relations and the Cold War contribute to the assassination of Patrice Lumumba? Why is the Belgium government's apology a historic moment for both the Belgian and Congolese people? Do you think the apology will impact future relations between these two nations? Discuss.

3. What type of reparation is the government of Belgium planning to make in honor of Lumumba? Inform students that, according to the Democratic Republic of Congo's information minister Kikaya Bin Karubi, the Congo government is "looking to ask for some kind of reparations -- not only for the family of Lumumba, but also for the Congolese people." Ask students: What additional reparations, if any, do you think the government of Belgium should make? Should others who were allegedly involved in Lumumba's assassination (U.S., U.N. and Russia) conduct an investigation similar to the one done by Belgium? Discuss.

LINKS:
http://cnn.com/2002/WORLD/africa/02/06/congo.lumumba.reut/index.html
http://www.cnn.com/interactive/countrywatch/CongoDRC/frameset.exclude.html
http://www.un.org/Depts/dpko/monuc/monuc_body.htm

Chronicle: Olympic Hopeful

1. Why isn't there an Afghan team competing in the 2002 Winter Olympics? What is the site of the 2004

Summer Olympic Games? What is the current state of the athletic training facilities in Afghanistan?

2. In the video, we learn that, "In true Olympic spirit, medals don't matter that much to (Afghanistan's Olympic hopefuls)...Just being in Athens would be the victory they've been dreaming of." Ask students to define "Olympic spirit." Why would being in Athens be a victory for these athletes? To what extent do the Afghan athletes reflect the spirit of the Olympics?

3. What political, economic and social changes are taking place in Afghanistan? How might these changes impact Afghan Olympic hopefuls? Do you think it is important that Afghanistan have a multiethnic team? Why or why not? If so, what issues might the country's fledgling Olympic Committee encounter as it tries to put together a team for 2004? Discuss.

LINKS:
http://www.msnbc.com/news/701597.asp
http://www.athens.olympic.org/Page/default.asp?la=2

Perspectives: Olympic History

1. What city is hosting the 2002 Olympic Games? Who is Orrin Hatch? When and by whom was Salt Lake City founded? Why did this group of pioneers end up in Utah? What is the predominant religion in Salt Lake City? Why is Salt Lake City referred to as the "crossroads of the West"? How has the city changed in recent years?

2. How long did Salt Lake City vie for the chance to host the Olympic Games? Why is the city an ideal spot for the Winter Olympics? What are some of the responsibilities associated with hosting the Olympic Games?

3. Point out to students that Salt Lake City is one of Utah's many fascinating sites. Refer students to print and online resources, including the Web sites below, to learn about the history, geography and culture of Utah. Group students. Have each group create a travel brochure for one of Utah's cities or major sites, such as Zion National Park. Have each group include information about its area's location, history, culture, highlights and infrastructure. Compile the brochures and make them available to your school's library.

4. Teachers: Visit the following CNNstudentnews.com site for an online article and educational activity on the Olympic Games:
http://fyi.cnn.com/2002/fyi/news/02/07/olympic.flag/index.html

Also, check out Harcourt.com's lesson plans on the Olympic Games at:
http://www.harcourt.com/educators/features/olympic_lesson_plans.html.

LINKS:
http://www.senate.gov/~hatch/
http://www.saltlake2002.com/x/f/frame.htm?u=/news/slocmain_front.asp
http://www.media.utah.edu/UHE/UHEindex.html
http://www.visitsaltlake.com/
http://www.saltlake2002.com/x/f/frame.htm?u=/news/slocmain_front.asp

Culture Report: Togo Girls' Education

1. Why is a classroom of girls a "rarity" in rural Togo? Why are the girls in the Togolese classroom singing? Who is Akwayseeway Moheetwo? What would she be doing if she were not in school? What kind of school does she attend? What is the nature of the program in her school? How many schools like hers are operative nationwide in Togo? What are the goals of these schools? What organizations support these nationwide schools?

2. According to the director of La Colombe, a Togolese organization, with what traditional attitudes towards girls' rights and responsibilities must her organization contend? What cultural barriers do Togolese girls face? How are some girls "breaking those barriers"? What strategies do teachers use to sensitize traditional communities to and convince families of the value of educating girls? Do you think these strategies will be effective in changing entrenched attitudes of the Togolese population? Why or why not?

3. The song that the girls sing for the visiting journalist is "We want to fly, fly away ... we want to learn to read like the boys." How does the use of the metaphor in the song capture the goals of the school organizers? How do the girls envision their future lives as a result of receiving an education?

4. What status do boys have in Togo? What advantages do Togolese boys have over Togolese girls? What expectations are placed on boys by Togolese society and culture? How might a boy growing up in rural Togo spend a typical day? In your opinion, do you think the boys in Togo would be in favor of or against the educating of girls? Explain.

5. Locate Togo using Holt, Rinehart and Winston's map of Africa. Ask students: What is it like to be a girl living in Togo? Have students learn more about the economy, geography, education, arts, and government of Togo. As a class, discuss how daily life in Togo impacts the opportunities there for girls. Ask: Should girls receive the same education as boys in Togo? Why or why not? Direct each student to write or speak in the role of the director of La Colombe, advocating for education for girls to an assembly of Togolese government officials and parents. Ask: If you were in a position of power in Togo, would any of these arguments convince you of the importance of education for Togo's girls? Why or why not?

6. Have students consider the issue of girls' and boys' rights and opportunities to receive an education in their country. As a class, discuss whether or not there are barriers for either gender to receive an education. Ask: How does an educated population contribute to the culture of a country and the lives of its people? Explain.

LINKS:
http://www.afrika.com/togo/
http://www.cia.gov/cia/publications/factbook/geos/to.html
http://travel.state.gov/togo.html
http://www.ontheline.org.uk/explore/journey/togo/educ.htm
http://www.tfhe.net/
http://www.unesco.org/education/index.shtml
http://www.aed.org/edu_basic.html

Student Bureau: Asian Ice Hockey

1. According to the video, which Asian countries are forming ice hockey leagues? Where are most of

Asia's ice hockey rinks? How do these rinks compare to those one might find in North America? How has the size of these rinks impacted the way the game is played in Asia? What is the name of Asia's biggest ice hockey tournament? Where will this tournament be played this year?

2. Inform students that, according to the NHL, most historians say ice hockey originated in the chilly climate of Northern Europe, especially in Great Britain and France, more than 500 years ago. Field hockey was popular in these countries, and when the local ponds and lakes froze in the winter, athletes took their game to the ice. Challenge students to learn more about the history and rules of modern ice hockey. Have students combine their research into an informative resource on the sport for Winter Olympics fans at their school.

LINKS:
http://www.iihf.com/
http://inventors.about.com/library/inventors/blhockey.htm

EDITOR'S NOTE:
Ariel Sharon
intifada
interrogation
Patrice Lumumba
Belgium
colonialism
Salt Lake City
ice hockey

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CNN NEWSROOM Guide

February 12, 2002

Watch CNN Student News from February 11-15 as anchor Michael McManus reports from the Olympic Games in Salt Lake City. Michael's reports can be used in many subect areas, including Social Studies, Science, Math, PE and Culture. For more information, visit CNNstudentnews.com.

---------- PROGRAM RUNDOWN ----------

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Today's top stories

Milosevic Trial ... 06:55...08:00
-Slobodan Milosevic's trial begins today.
-Why is Milosevic on trial?

Axis of Evil ... 03:20...11:20
Many European politicians might not support a U.S.-led operation against Iraq.

Chronicle: Salt ... 02:55...14:15
A new book looks at how salt has shaped civilization.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...14:25
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Altitude Effect ... 05:35...20:00
How do Olympic athletes train for competition?

Ask CNN ... 01:20...21:20
Which Olympic athlete has won the most gold medals?

Health Report: Winter Workouts ... 02:15...23:35
Working out in the winter is a great way to stay fit.

Student Bureau ... 02:55...26:30
Meet a man who enjoys the view at 14,000 feet.

Where in the World? ... 01:00...27:30
Answer: Greece

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Milosevic Trial

1. Who is Slobodan Milosevic? Where is Milosevic's trial taking place? Why is his trial historically significant? How many witnesses are expected to testify against Milosevic? How long is the trial expected to last? What is the maximum sentence Milosevic could receive if he is found guilty?

2. Who is Louise Arbour? What is an "indictment"? With what crimes has Milosevic been charged? What is "genocide"? What is "ethnic cleansing"? What instances of ethnic cleansing took place in the Balkan regions during Milosevic's reign? What incident took place in Srebrenica in 1995?

3. Why do you think Milosevic does not recognize the jurisdiction of the U.N. War Crimes Tribunal? Why is he rejecting legal counsel? What is his defense argument? Based on the information presented in the video, how would you describe Milosevic's legal strategy? Give an example. Do you think it has merit? Why or why not? Who is Milosevic trying to sway? Do you think if Milosevic generates political fervor or support within the international community, it will influence the opinion of the court? Discuss.

4. Teachers: For an online article and lesson plan related to Milosevic's trial, visit the following CNNstudentnews.com site: http://fyi.cnn.com/2002/fyi/lesson.plans/02/11/milosevic.preview/.

LINKS:
http://fyi.cnn.com/SPECIALS/2001/milosevic/
http://cnn.com/2002/WORLD/europe/02/01/hague.trial/index.html
http://www.un.org/icty/

Axis of Evil

1. What nations did President George W. Bush include in what he calls the "axis of evil"? Why did Mr. Bush use this term? How have European nations responded to Bush's words? How have some strategy experts responded to European criticisms of Bush's rhetoric? How do European nations feel about participating in a potential U.S.-led operation against Iraq?

2. What do you think Chris Patten, External Relations Commissioner for the European Union, meant when he condemned the U.S. for being "simplistic" and in "unilateralist overdrive"? Discuss. Do you agree with Patten? Why or why not?

3. Refer students to their texts, the links below and other resources to learn more about the history of

relations between Iran and Iraq, and the relationship the U.S. has with these nations. After students present their findings, ask: Who is Saddam Hussein? To what extent does he pose a threat to the U.S. and the international community? How is the War on Terrorism affecting relations between the U.S. and Iran? How do you think the recent developments between Iran and Iraq could impact U.S. efforts to rally European support for potential military action against Iraq? Should the U.S. attack Iraq if the Europeans make clear, substantial objections? Discuss.

4. Teachers: For background information on Iraq and Iran, and teaching activities related to the current tensions between these nations and the U.S., visit the following two CNNstudentnews.com Web sites:

   http://fyi.cnn.com/2002/fyi/news/02/01/backgrounder.iraq/index.html

   http://fyi.cnn.com/2002/fyi/news/02/01/backgrounder.iran/index.html.

LINKS:
http://www.cia.gov/cia/publications/factbook/geos/iz.html
http://www.cia.gov/cia/publications/factbook/geos/ir.html
http://www.arab.net/
http://cnn.com/2001/WORLD/europe/12/03/gen.osce.terror/index.html
http://cnn.com/2002/US/02/05/powell.iraq/index.html
http://cnn.com/2002/WORLD/meast/02/09/iran.warning/index.html
http://cnn.com/2002/WORLD/meast/02/06/iraq.weapons.ap/index.html
http://cnn.com/2002/WORLD/europe/02/07/france.bush/index.html

Chronicle: Salt

1. What is sodium chloride? Where does salt come from? What are its different uses? Who is Mark Kurlansky? What book did he recently publish? What are some of the ways that salt has influenced the evolution of civilization?

2. Inform your class that all animals, including humans, need sodium chloride to live. Refer students to their biology textbooks and library resources to learn about why humans need salt. Pose the following questions to guide students' research:
   1. How much salt is contained in the human body?
   2. Where does this salt come from?
   3. Why is salt important to the nutritional and physiological functioning of the human body?
   4. What is the correlation between salt and the regulation of body fluid levels?
   5. What role do kidneys play in regulating sodium levels?

   Have students create a diagram that depicts the blood-excretory system which balances the amount of salt in the body.

LINKS:
http://www.saltbook.com/author.php
http://www.saltinstitute.org/

Perspectives: Altitude Effect

1. Who is Maggie Connor? For the Olympic athletes, what are the pros and cons of holding the Winter

Games in Salt Lake City, Utah? What effect does altitude have on the body? How do Olympic athletes overcome this? How do Olympic athletes psychologically prepare themselves for competition? What aspects of Olympic training can nonprofessional athletes utilize?

2. Inform students that, at high altitudes, there is less oxygen in the air, which causes the body to produce more red blood cells. Direct students to calculate their pulse rates and record these numbers in their science logs. Next, have students breathe through a straw for five minutes. Have them calculate their pulse rates and record this new number in their science logs. Then, ask: How does breathing through the straw affect your oxygen intake and pulse rate? How do you think a decrease in oxygen impacts an athlete's performance? Discuss.

3. Teachers: Visit the following CNNstudentnews.com site for an online article and educational activity on the Olympic Games:
http://fyi.cnn.com/2002/fyi/news/02/07/olympic.flag/index.html

   Also, check out Harcourt.com's lesson plans on the Olympic Games at:
http://www.harcourt.com/educators/features/olympic_lesson_plans.html.

LINKS:
http://www.saltlake2002.com/x/f/frame.htm?u=/news/slocmain_front.asp
http://www-rohan.sdsu.edu/dept/coachsci/vol24/table.htm
http://www.takenaka.co.jp/takenaka_e/highplace_e/00/00.html
http://www.abc.net.au/news/olympics/features/altitude.htm
http://www.olympic.org/uk/games/past/index_uk.asp?OLGT=1&OLGY=1968

Health Report: Winter Workouts

1. Why is exercise important to your physical and emotional health? What are some great ways to get exercise during the cold, winter months? What should people do to prepare themselves for exercising in cold weather? Why should people with asthma and heart disease avoid exercising outside during the winter months?

2. Do you exercising on a regular basis? If so, does your exercise routine change during the winter months? Explain.

3. Refer students to the first link below to make a list of the sports that will take place at the 2002 Winter Olympics. Then, have students conduct research to learn about these different Winter Olympic sports and how Olympic athletes train for these events. Do athletes who live in warmer climates have to do anything special to train for their sports? Have students share their findings with the class.

4. Group students and have each group research the health benefits and physical risks associated with a specific winter exercise. After groups present their information, instruct each student to design a five-session winter exercise program that is appropriate for his/her own fitness level. Each session should be about 40 minutes in duration. Have students share their ideas and create a resource file that categorizes the exercise plans by fitness levels. Give a copy of the resource file to your school's physical education department.

   EXTENSION: Ask students: Does your mood change during the winter months? If so, how? Then,

point out that many people in northern regions of the world feel depressed and run down during the winter months. This problem is known as Seasonal Affective Disorder (SAD). According to recent studies, SAD is a type of winter depression that "affects about 10 percent of people in northern areas and 2 percent of those in sunny regions." Refer students to the links below and other resources to learn about the symptoms of and treatments for SAD, including regular exercise. Have students draw upon their research to develop an informative pamphlet on the disorder that includes where people in your area can turn for help.

LINKS:
http://www.wellnessjunction.com/athome/exercise/coldwthr.htm .
http://www.oxygen.com/experts/karen/karen_19981012.html
http://www.cdc.gov/nccdphp/sgr/adoles.htm
http://www.nmha.org/infoctr/factsheets/27.cfm
http://www.sada.org.uk/
http://www.jazzercise.com/articles/seaonbl.html

Student Bureau: Mountain Man

1. Who is Wally Acker? In what sport does he participate? What is a "14er"? How many peaks has Acker climbed since 1991?

2. What summiting goal has Wally Acker set for himself? Why did he set this goal? What does Acker get from his mountain hiking experience? What is the "great reward" for many 14ers after they reach the mountain summit?

3. Hikers like Wally Acker know how the altitude affects them. One problem associated with mountain climbing is altitude sickness. Challenge students to conduct research to learn more about altitude sickness and share their findings. Discuss the factors that increase its severity, and what every mountaineer should know before climbing.

LINKS:
http://mos.org/Everest/exhibit/physiology.htm
http://sportsmedicine.about.com/cs/altitude/index.htm?iam=dpile&terms=altitude+effect
http://www.altitudetraining.com/

EDITOR'S NOTE:
Slobodan Milosevic
"axis of evil"
Iraq
salt
altitude
Olympic Games
winter exercise
mountain hiker

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CNN NEWSROOM Guide

February 13, 2002

Watch CNN Student News from February 11-15 as anchor Michael McManus reports from the Olympic Games in Salt Lake City. Michael's reports can be used in many subect areas, including Social Studies, Science, Math, PE and Culture. For more information, visit CNNstudentnews.com.

---------- PROGRAM RUNDOWN ----------

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CNN STUDENT NEWS ... 00:10...00:40
Today's top stories

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Kenneth Lay pleads the Fifth.

In the Headlines ... 02:50...05:25
U.S. Attorney General John Ashcroft issues a terrorism alert.

Milosevic Trial ... 02:50...08:15
Many Serbs are concerned about Slobodan Milosevic's trial.

Chronicle: Olympic Security ... 03:05...11:20
Radar is being used to enhance security at the Olympics.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...11:30
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Perspectives: Utah by the Numbers ... 04:10...15:40
What is the total cost of the 2002 Olympic Games?

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The FAA sets strict rules to enhance security during the Olympics.

Ask CNN ... 01:05...18:45
What is being done to enhance security at the 2002 Olympics?

Student Bureau ... 03:00...21:45
Young adults talk about the search for a soulmate.

Where in the World? ... 01.00...22:45

Answer: Yemen

Campaigning for Oscar ... 04:55...27:40
-Movie studios campaign for Oscar nominations.
-"And the nominees are..."

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Enron Investigation

1. Who is Kenneth Lay? What was his position at Enron? Why was he called to appear before the Senate Commerce Committee? Why did Lay "plead the Fifth"? How did Lay respond when committee members took him to task?

2. What is the Fifth Amendment? What does it mean to "plead the Fifth"? Why is the Fifth Amendment important in a democratic society? Have students conduct research to learn more about specific instances when people have pleaded the Fifth during Senate hearings. Then, ask each student to write an essay that summarizes their research and addresses the following questions: If the Fifth Amendment did not exist, how would these people have responded to questioning while under oath? What would be the ramifications of such testimony? Have students share their essays with the class.

3. Teachers: Visit the following CNNstudentnews.com sites for background information on the fall of Enron and a lesson plan on Enron executives' Fifth Amendment rights: http://www.cnn.com/2002/fyi/lesson.plans/02/04/enron.lay/.

   http://fyi.cnn.com/2002/fyi/news/01/16/backgrounder.enron/index.html.

LINKS:
http://fyi.cnn.com/money/2002/02/12/news/enron_lay/index.htm
http://money.cnn.com/news/specials/enron/
http://www.enron.com/corp/

In the Headlines: Terrorism Alert

1. When and why did the U.S. government issue a terrorism alert? Where do FBI officials believe the attack could take place? Who are law enforcement officials looking for? Who is Fawaz Yahya al-Rabeei? Where did U.S. officials get their information about the possibility of a terrorist attack?

2. What did U.S. Attorney General John Ashcroft mean when he called on "all Americans to be on the highest state of alert"? Discuss. Are you concerned about your personal safety? Why or why not? Invite a representative from a local or state law enforcement agency to speak to your class about how

citizens in your community should respond to Ashcroft's alert. Ask the speaker to also talk about what local and state law enforcement agencies are doing in response to the alert.

LINKS:
http://fyi.cnn.com/2002/US/02/12/terror.warning/index.html
http://fyi.cnn.com/interactive/us/0202/terror.warning.gallery/frameset.exclude.html
http://www.cnn.com/2002/US/02/11/inv.terror.warning.list/

Milosevic Trial

1. Who is Slobodan Milosevic? Where is Milosevic's trial taking place? Why is his trial historically significant? What is an "indictment"? With what crimes has Milosevic been charged?

2. Why are many Serbians concerned about Milosevic's trial? What percentage of Serbians believe that Milosevic has committed war crimes? Why do you think many Serbs would feel better if the debate about Serbian war crimes was not initiated by an outside court?

3. Divide your class into small groups. Have each group define the term "war crimes" and identify examples throughout history when war crimes have occurred. Have groups share their information with the class. Then ask: Why do war crimes occur? Do you think all people are capable of committing war crimes? Why or why not?

4. Can war crimes be prevented? Have student groups research what attempt have been made to prevent war crimes and to punish war crime criminals, such as the Geneva Convention and the Bosnia War Crimes Tribunal. After students share their findings, have them suggest measures that they think should be taken to prevent war crimes and, if necessary, to prosecute war criminals. Groups may want to consider an international criminal court, the establishment of a new U.N. agency, individual tribunals or new international laws.

5. Teachers: For an online article and lesson plan related to Milosevic's trial, visit the following CNNstudentnews.com site:
http://fyi.cnn.com/2002/fyi/lesson.plans/02/11/milosevic.preview/.

LINKS:
http://fyi.cnn.com/SPECIALS/2001/milosevic/
http://cnn.com/2002/WORLD/europe/02/01/hague.trial/index.html
http://www.un.org/icty/
http://www.igc.apc.org/balkans/tribunal.html
http://www.bosnet.org/warcrimes/
http://www.cco.caltech.edu/~bosnia/criminal/criminals.html

Chronicle: Olympic Security

1. How is mobile radar being used to enhance security at the 2002 Winter Olympics in Salt Lake City? Who is responsible for running the Mountaintop Radar Station? What do you think would be the most challenging aspect of the radar crew's job?

2. What is radar? What are its different uses? Refer students to the links below and other resources to learn about the development of radar and its different uses. Group students and have each group

prepare an oral reports about the different uses of radar in one of the following areas:

- aviation
- space surveillance
- space travel
- intelligence gathering
- weather
- controlling automobile speed and traffic.

Instruct each group to prepare a diagram of the radar set used for its assigned topic and explain how it works. After the presentations, point out that, researchers are now looking for ways to reduce the size of microwave radars and manufacture them at low cost. For example, pocket-sized radar units could be widely used as aids for blind people and as collision-warning devices in cars. Challenge students to think of ways that smaller, less expensive radars could be used.

LINKS:
http://airsar.jpl.nasa.gov/
http://www.usmc.mil/
http://www.aolsvc.worldbook.aol.com/wbol/wbPage/na/ar/co/456860?op1=&st1=Radar&op2=&st2=&op3

Perspectives: Utah by the Numbers

1. What is the median age of Utah's residents? What percentage of Utah's residents have completed high school? How does Utah's literacy rate compare to the rest of the U.S.? What assumptions can be made about the state of Utah based on this information?

2. Challenge students to conduct research to find out how their state's demographic profile compares to Utah's. Have students create a chart of their findings and examine the social, economic and political factors that might contribute to demographic differences.

3. How many athletes are competing in the 2002 Winter Olympics? What is the estimated total cost of these Games? What is the total cost per athlete? What have communications companies done to prepare for the Games? How many miles of cable and fiber optics have been installed? How many television sets have been installed in Salt Lake City due to the Games? Why have these accommodations been made?

4. Challenge students to examine the short-term and long-term financial impact of the Olympic Games on host cities. Have students research what the Games have cost Salt Lake City and the extent to which the local economy is benefiting from the Games. After students share their findings, point out that many cities want to host the Olympics because they believe that, although the event may be expensive, it is worth the long-term publicity. Ask students to determine if there is any validity to this claim. Ask them to conduct an informal survey of individuals in the community to find out how many can identify the last two host cities for the Winter Olympic Games. Have students collate their findings. Do students think there are short-term and long-term benefits to hosting the Olympics? Would they want their city or town to be a host site? Discuss.

5. Teachers: Visit the following CNNstudentnews.com site for online articles and educational activities on the Olympic Games:
   http://fyi.cnn.com/2002/fyi/news/02/11/salt.lake.city/index.html

   Also, check out Harcourt.com's lesson plans on the Olympic Games at:

http://www.harcourt.com/educators/features/olympic_lesson_plans.html.

LINKS:
http://www.uen.org/
http://www.utah.com/
http://www.attbi.com/
http://www.census.gov/
http://www.ed.gov/
http://sports.yahoo.com/oly/news/ap/20011129/ap-olympiccosts.html
http://asia.cnn.com/2002/US/02/09/oly.olympics.day1/

Business Report: Olympic Security

1. Where are this year's Winter Olympics being held? What is the Federal Aviation Administration requiring private planes to do before they land in Salt Lake City during the Olympics? Why is there a "45-mile ring" around Salt Lake City's air space?

2. Summarize the FAA rules for private planes flying into Salt Lake City during the Olympics. What will happen to any planes that deviate from their filed flight plans in the vicinity of Salt Lake City? What is a "D.O.D. escort"? Why do you think these Olympics are operating under unprecedented security?

3. Use this opportunity to familiarize students with the Federal Aviation Administration and its role in U.S. air travel operations. Have students consult the FAA Web site, the first Web site below, to learn more. Point out that the FAA's regulation of air traffic and air travel offer one example of how government has a role in a free market economy. Challenge students to come up with other federal, state, and local government agencies that are involved in the operation of businesses, and identify each agency's role in the public interest.

4. Security is just one cost associated with hosting the Olympics. What are some of the others? Working in groups, have students conduct research to learn more about the specific kinds of expenses faced by cities that host the Olympic games. Have groups share their findings. Generate a class discussion about the kinds of expenses your region would encounter if it were chosen to host a large international event like the Olympics. What would be possible sources for funding for such an event? To what extent, if any, do students believe taxpayers should be asked to finance the project? Discuss.

LINKS:
http://www.faa.gov/
http://usgovinfo.about.com/library/weekly/aa092400b.htm
http://news.bbc.co.uk/winterolympics2002/hi/english/features/newsid_1759000/1759792.stm

Student Bureau: Soulmates

1. What is a soulmate? What are some of the definitions of soulmate given by the young adults in this video? Do you think it is important that your soulmate share your personal values? Why or why not?

2. According to some of those interviewed in the video, why are so many of today's marriages failing? Do they think young people's expectations are too high? Explain. What are some young people looking for in a soulmate? What do those in the video believe is the hardest part about finding a

soulmate? Do you agree with any of the statements you have heard? Explain.

3. As a class, brainstorm a list of characteristics young people might look for in a soulmate. Included in the list might be factors such as common interests, physical appearance, sense of humor, etc. When the list is complete, ask each student to prioritize these factors and share their priorities. Compare lists of male and female students. Are there differences among the priorities assigned by the different genders? What do students think accounts for any differences? Do students think it's important that a soulmate have the same personal priorities that they have? Why or why not?

4. Challenge students to interview married couples about the challenges and rewards they have experienced in their married lives. Have students ask the couples what advice they would offer young people searching for their soulmates. Have students share their information with the class.

LINKS:
http://marriage.about.com/library/weekly/aa051900a.htm

Campaigning for Oscar

1. When are the 74th Academy Awards being held? Why are the Academy Award nominations important to those in the motion picture industry? What are some of the measures that movie studios take to get Oscar nominations? What are some of the drawbacks of the Oscar nomination process?

2. What films and actors received Academy Award nominations this year? Why were this year's nominations important for African American actors? If you have seen any of the nominated films or nominated performances, do you think these nominations were warranted? Why or why not? Would you add any actors, actresses or films to the list of nominees? If so, which ones? Why? In your opinion, what was the best film of 2001? Explain.

3. Refer students to the last two links below to learn about the different Academy Award categories. Then group students and assign each group one of the categories. Instruct groups to conduct research to learn about the jobs associated with their categories, and how these jobs can influence the outcome of a film. Ask students to identify some of the people who were outstanding in their field in 2001. Have groups give multimedia presentations of their findings.

   EXTENSION: On February 12, 2002, the film "The Lord of the Rings: The Fellowship of the Ring" was nominated for 13 Academy Awards. You can access a CNNstudentnews.com lesson plan on "The Lord of the Rings" by going to:
   http://www.cnn.com/2001/fyi/lesson.plans/12/18/ring/.

LINKS:
http://fyi.cnn.com/SPECIALS/2002/academy.awards/
http://fyi.cnn.com/2002/SHOWBIZ/Movies/02/12/aa.oscar.nominations/index.html
http://www.oscar.com/
http://www3.oscars.org/74academyawards/index.html

EDITOR'S NOTE:
Kenneth Lay
Fifth Amendment

Slobodan Milosevic
war crimes
radar
terrorism alert
Academy Award nominations
Olympic Games

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CNN NEWSROOM Guide

February 14, 2002

CNN Student News is going to the Olympics! Join Anchor Michael McManus as he reports from the Games in Salt Lake City, February 11-15 on CNN Student News and CNNstudentnews.com.

---------- PROGRAM RUNDOWN ----------

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CNN STUDENT NEWS ... 00:10...00:45
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Pakistan's president meets with President Bush at the White House.

In the Headlines ... 02:35...06:05
John Walker Lindh pleads not guilty.

Milosevic Trial ... 05:35...11:40
Slobodan Milosevic challenges the legality of his arrest.

Chronicle: Valentine's Day ... 03:40...15:20
-Hormones and chemicals regulate the euphoric feeling of love.
-Candy is always a popular Valentine's Day Gift.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...15:30
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Snowboarding ... 05:25...20:55
Snowboarding is the fastest growing winter sport.

Science Report: Hoberman Arch ... 03:25...24:20
The Hoberman Arch is the world's largest unfolding structure.

Student Bureau ... 02:15...26:35
Pet therapy offers a non-traditional form of medicine.

Where in the World? ... 01:00...27:35
Answer: Pakistan

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Pakistan's President

1. Who is General Pervez Musharraf? Why did Musharraf meet with President George W. Bush? What topics did they discuss? Who is Daniel Pearl? What is known about his whereabouts? Why is it important to the U.S. that Pakistan support the War on Terrorism? What measures is Mr. Bush taking to secure Pakistan's continued support? What is Bush's position on the Kashmir conflict?

2. Share the following quote recently made by President Bush: "The forces of history have accelerated the growth of friendship between the U.S. and Pakistan." Use this quote as a starting point to have students learn more about the history of relations between the U.S. and Pakistan. Have students prepare a timeline that chronicles the key people and events that have helped shape U.S.-Pakistan relations during the last 50 years. After students present their findings, ask:
    1. How have the War on Terrorism and the escalating tensions between Pakistan and India influenced the status of U.S.-Pakistan relations?
    2. Do you think it is important to the international community that the U.S. and Pakistan maintain positive relations?
    3. What do you think the future holds for the two nations?
    4. What factors do you think might strengthen or weaken the relationship between the U.S. and Pakistan?

3. Teachers: For a CNNstudentnews.com backgrounder on Pakistan, visit: http://fyi.cnn.com/2001/fyi/news/10/29/pakistan.history/index.html.

LINKS:
http://cnn.com/2002/US/02/13/bush.musharraf/index.html
http://www.pakistanlink.com/
http://memory.loc.gov/frd/cs/pktoc.html

In the Headlines: Walker Lindh Arraignment

1. Who is John Walker Lindh? What legal charges have been brought against him? How did Walker Lindh plead at his arraignment? Who is Shannon Spann? Why did she attend the arraignment? What dramatic moment took place in a courtroom hallway after the arraignment? Why do you think Johnny Spann refused Frank Walker Lindh's handshake? When is Walker Lindh's trial likely to take place?

2. What did Shannon Spann mean when she said that, rather than side with "his extreme form of Islam," it appears that Walker Lindh "has chosen to trust in the prosperity and protection of the U.S."? Explain.

3. Teachers: For a CNNstudentnews.com article and lesson plan on this story, go to: http://fyi.cnn.com/2002/fyi/lesson.plans/01/24/Walker.court/.

LINKS:
http://fyi.cnn.com/2002/LAW/02/13/ret.walker.arraignment/index.html

Milosevic Trial

1. Who is Slobodan Milosevic? What court system is in charge of hearing his case? When and why was the International Tribunal for the Former Yugoslavia (ICTY) established? How is Milosevic's tribunal different from the military tribunal that was set up after WWII? How is the ICTY different from a jury trial? Why do you think it is "impractical to have a jury trial in the international arena"?

2. Why is Milosevic's trial historically significant? With what crimes has he been charged? What evidence must be presented to convict Milosevic? What will be the prosecution's strategy? What is the maximum sentence Milosevic could receive if he is found guilty?

3. Why do you think Milosevic does not recognize the jurisdiction of the ICTY? What is Milosevic's defense strategy? What historical evidence suggests that his strategy will not work? Based on the information presented in the video, how would you describe Milosevic's legal strategy? Give an example. Do you think it has merit? Why or why not? Who is Milosevic trying to sway? Do you think if Milosevic generates political fervor or support within the international community, it will influence the opinion of the court? Discuss.

4. Point out that the ICTY was given responsibility for prosecuting crimes that violated the Geneva Conventions. Have students go to http://www.un.org/icty/basic/statut/stat2000.htm#15 to read the "Statute of the International Tribunal." Then, ask:
   - What guidelines govern the tribunal?
   - What is meant by the term "war crimes"?
   - What procedures must the tribunal follow with respect to prosecuting individuals indicted for war crimes?
   - What rights does Milosevic have in this court?

   Discuss.

5. Teachers: For online articles and a lesson plan related to Milosevic's trial, visit the following CNNstudentnews.com sites:
   http://fyi.cnn.com/2002/fyi/news/02/13/milosevic.hague/index.html.

   http://fyi.cnn.com/2002/fyi/lesson.plans/02/11/milosevic.preview/.

LINKS:
http://fyi.cnn.com/SPECIALS/2001/milosevic/
http://cnn.com/2002/WORLD/europe/02/01/hague.trial/index.html
http://www.un.org/icty/

Chronicle: Valentine's Day

1. What is the origin of Valentine's Day? What chemicals induce the euphoric feeling associated with love? What is the name of the emotional center of the brain?

2. Where is Fabiano's Homemade Candies located? Who is the owner of the shop? What type of Valentine's Day candy is made at Fabiano's? How much money will people spend this year on chocolates for Valentine's Day? What is Madeline Fabiano-Blair's favorite type of candy to make? Why?

3. Have you ever received a homemade gift that you really liked? If so, what was it? Why did you like it so much? Challenge students to think of different types of homemade Valentine's Day gifts that they might like to make or receive, and share their ideas with the class.

4. Teachers: For a CNNstudentnews.com article and lesson plan related to Valentine's Day, go to: http://fyi.cnn.com/2002/fyi/news/02/08/valentine.history/index.html.

LINKS:
http://fabiano.netfirms.com/
http://www.aolsvc.worldbook.aol.com/wbol/wbPage/na/ar/co/112640?op1=&st1=Chocolate&op2=&st2=&
http://www.hersheys.com/chocworld/index.shtml
http://fyi.cnn.com/2002/fyi/news/02/08/valentine.history/index.html

Perspectives: Snowboarding

1. Who is Jake Burton? How long has snowboarding been around? How have snowboards changed over the years? What materials are used to make snowboards? How similar are these materials to the ones used to make skis?

2. How fast can snowboarders go? What types of maneuvers can be done on snowboards? Which maneuvers do you think are the most impressive? Why? What three factors enable snowboarders to accomplish these gravity defying stunts?

3. Why do you think snowboarding is so popular? Have you ever snowboarded? If so, describe your experience. What do you think of the sport?

4. Refer students to the Web sites below to learn more about the coefficient of kinetic friction. Then, ask: What happens if the coefficient of kinetic friction is not a constant, and the force of friction is not simply proportional to the normal force? How does the coefficient of friction between waxed wood and snow affect the acceleration of a snowboarder? What might be some other possible materials from which a snowboard could be made? Discuss.

5. Use the following teacher demonstration, "Friction and surface area," from Holt, Rinehart and Winston's Physics textbook, copyright 2000:
   - Attach a hook to a block.
   - Pull the block across a table with a spring scale.
   - Have students note the force required to pull the block at a constant velocity.
   - Repeat the demonstration for another surface area in contact with the table, and have students note the force.

   Then, ask: What is the correlation of the areas in contact and frictional forces? Explain. Repeat this

procedure using different surfaces such as carpet or glass. Have students consider how the surface types affect frictional force.

6. Direct students to research the effects of snow, ice and water on friction and gliding in the context of snowboarding. Have students explain how athletes need and use friction, and how friction, or its absence, can diminish an athlete's performance.

LINKS:
http://www.sbhistory.de/
http://www.pa.uky.edu/~phy211/Friction_book.html
http://hyperphysics.phy-astr.gsu.edu/hbase/frict.html#coe
http://www.school-for-champions.com/science/frictioncoeff.htm

Science Report: Hoberman Arch

1. Who is Chuck Hoberman? Why do kids call him a genius? Do you agree with this label? Why or why not?

2. What is the Hoberman Sphere? How large can the Hoberman Sphere become? What is the Hoberman Arch?

3. Refer students to the Web sites below to learn more about the Hoberman Arch. Pose the following questions to guide their research:
   - What are its dimensions?
   - How much does the arch weigh?
   - What materials were used to make the arch?
   - Why is the arch able to retract?
   - How do the load-carrying components function?

   Have students share their findings. Then ask: What makes this structure unique? Do you agree with Hoberman's description of the arch as an "unfolding structure"? Why or why not?

4. Inform students that, according to Hoberman.com, kinetic architecture "offers the possibility of movement in large-scale structures in order to create 'transforming environments,' responsive building elements, or interactive public spaces." Then, ask: What are some other possible applications of kinetic architecture? Discuss.

LINKS:
http://www.hoberman.com/fold/Associates/associates.htm
http://www.hoberman.com/fold/olympics/tech.html
http://www.burohappold.com/newslinks/pressoffice/Hoberman.php

Student Bureau: Pet Therapy

1. Where is pet visitation being used to help people? How is pet visitation "therapeutic"? According to the video, what are some of the reported medical benefits of pet therapy? What is the only problem associated with the pet therapy program seen in the video? What would you suggest to promote volunteerism for pet therapy programs?

2. Do you have a pet, or have you ever had one? If so, how would you describe the bond between humans and animals? Why do you think many people, like those in the video, respond so readily to

animals? Do you think pet therapy has medical benefits? Why or why not?

LINKS:
http://www.activitytherapy.com/pet.htm
http://www.dog-play.com/therapy.html
http://animal-friends.org/pet-therapy.html
http://vetmedicine.about.com/library/weekly/aa061199.htm?iam=dpile&terms=pet+therapy

EDITOR'S NOTE:
General Pervez Musharraf
arraignment
Slobodan Milosevic
Valentine's Day
chocolate
snowboarding
Hoberman Arch
pet therapy

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CNN NEWSROOM Guide

February 15, 2002

CNN Student News celebrates Black History Month On Air and Online with reports for classrooms highlighting the history, culture and achievements of African Americans. For more information, visit CNNstudentnews.com.

---------- PROGRAM RUNDOWN ----------

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TODAY'S NEWS ... 00:35...00:45

CNN STUDENT NEWS ... 00:10...00:55
Today's top stories

Lead Story: Enron ... 02:50...03:45
Enron vice president Sherron Watkins testifies on Capitol Hill.

In the Headlines ... 02:00...05:45
Pres. Bush unveils his plan to fight global warming.

Ask CNN ... 01:30...07:15
How viable a threat is nuclear terrorism?

News Focus: Milosevic Trial ... 03:20...10:35
Slobodan Milosevic presents his opening statement in his war crimes trial.

Chronicle: Olympic Inspiration ... 04:00...14:35
Snowboarder Chris Klug is the first Olympian to have had an organ transplant.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...14:45
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Olympic Q&A ... 04:05...18:50
CNN's Mike McManus fields students' questions about the Olympics.

Week In Review: Kenneth Lay ... 05:05...23:55
Kenneth Lay pleads the Fifth.

Student Bureau ... 02:45...26:40
Students have various reactions to public displays of affection.

Where in the World? ... 01:00...27:40
Answer: Netherlands

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Enron

1. Who is Sherron Watkins? How was her testimony different from that of other Enron executives who have testified before Congress? Who is Jeff Skilling? How did Watkins' testimony contradict his? According to Sherron Watkins, did Enron CEO Ken Lay understand the gravity of his company's situation? Explain. Why was Representative Billy Tauzin skeptical of Watkins' assessment of Lay's understanding?

2. How did Watkins respond when asked if she thought she should have gone beyond warning CEO Lay? When did Watkins sell her Enron stock? What prompted her to sell it? According to the video, to whom was Sherron Watkins' testimony most damaging? Why?

3. Review what it means to invoke the Fifth Amendment. Why do you think Sherron Watkins answered questions put before her by the committee, rather than invoke her Fifth Amendment rights? If you were put in a similar situation, what would you do? Explain.

4. For more CNNstudentnews.com resources on Enron, please go to: http://fyi.cnn.com/2002/fyi/news/02/14/enron.watkins/index.html, http://fyi.cnn.com/2002/fyi/news/02/12/enron.lay/index.html and http://fyi.cnn.com/2002/fyi/news/01/16/backgrounder.enron/index.html.

LINKS:
http://money.cnn.com/2002/02/14/news/enron_roundup/index.htm

In the Headlines: Bush Global Warming Plan

1. What "trade offs" are evident in President Bush's plan to combat global warming? What specific actions in the president's plan are designed to cut greenhouse gas emissions? Why is President Bush opposed to the Kyoto Protocol? How have Democrats responded to the president's alternative? Explain.

2. Why are world leaders and environmentalists concerned about global warming? Refer students to the Internet and other resources to learn more about the Kyoto Protocol and why Bush decided not to ratify the treaty. Students will want to consider the following issues during their research:
   - Different countries' positions on global warming;
   - Why global warming is occurring;

- How humans are causing the climate to change;
- How global warming is harmful;
- The policies proposed by governments to reduce greenhouse gas emissions;
- The potential economic impact of these policies;
- Whether these policies will stop global warming.

After students present their research, ask: Do you agree with Bush's decision not to ratify the Kyoto Protocol? Review the major points of the Bush alternative plan with students. Generate a class discussion about the differences between the president's plan and the Kyoto Protocol. Challenge students to write essays comparing the two plans and offering their views on each.

3. Teachers: You and your students may want to visit Riverdeep.net's Global Warming Lab at: http://www.riverdeep.net/earthpulse/data/globalwarming/globalwarming_lab.html.

LINKS:
http://fyi.cnn.com/2002/ALLPOLITICS/02/13/bush.global.warming/index.html
http://fyi.cnn.com/2001/WORLD/asiapcf/east/12/30/japan.kyoto/index.html?related
http://unfccc.int/resource/docs/convkp/kpeng.html

News Focus: Milosevic Trial

1. How did Slobodan Milosevic begin his presentation in his war crimes trial? According to this documentary, who is responsible for the atrocities against Kosovars? Who does Milosevic believe should be on trial for these crimes? Why?

2. What inconsistency does Milosevic see between the United States' war on terrorism and his prosecution? How does he respond to questions about his knowledge of atrocities and concentration camps? What does he have to say about the siege of Sarajevo? Slobodan Milosevic says he has been waiting for months to get his side of the story out in public. What do you think of his defense so far?

LINKS:
http://fyi.cnn.com/2002/WORLD/europe/02/14/milosevic.stage/index.html
http://www.un.org/icty/

Chronicle: Olympic Inspiration

1. What health challenges has Chris Klug faced in his life? What disease slowly destroyed his liver and nearly took his life? What famous professional athlete died from this same disease?

2. What was Chris' only hope for surviving as he battled liver disease? When did a donor liver become available for him? What was the outcome of the transplant surgery? When did Chris resume snowboarding? What are Chris' new goals?

3. Chris Klug says he has a second chance to pursue his dream, thanks to an organ donor. Ask your students what they know about organ donation. Have them conduct research to learn the facts and myths behind organ donation. Share students' findings. Divide the class into groups. Challenge each group to write a script for a one minute PSA, featuring Chris Klug, designed to encourage people to become organ donors.

LINKS:
http://www.organdonor.gov/

http://www.shareyourlife.org/

Perspectives: Olympic Q&A

1. Do Olympic rules have to change when sports equipment is technologically improved? Does physics play a part in snowboarding? What was the most number of medals won by the U.S. in a Winter Olympics?

2. If your students watched this week's CNN Student News segments on the 2002 Olympics, have them critique the coverage. Ask: Which segments did you like the most? Which did you like the least? What topics would you have liked to have seen covered? Explain.

3. Challenge groups of students to generate a list of questions on Olympic-related topics that they would like to know more about. After students share their questions, assign pairs of students different questions from the list. Instruct the pairs to consult multimedia resources or professional experts to find the answers to these questions. Have students share their information with the class.

4. Teachers: You can access discussion questions and educational activities on the Science of Snowboarding at the February 14, 2002 CNN Student News Guide.

   For additional discussion questions and teaching activities on the 2002 Olympics Games, check out CNNstudentnews.com and the CNN Student News Guides for February 11, 2002, February 12, 2002 and Februaury 13, 2002.

LINKS:
http://www.utah.com/
http://www.uen.org/
http://www.saltlake2002.com/x/f/frame.htm?u=/news/slocmain_front.asp

Week In Review: Kenneth Lay

1. What is the purpose of the Enron congressional hearings? Who is Kenneth Lay? Why was Lay issued a subpoena? Why were lawmakers combative during Lay's testimony? Why do you think Lay's lawyers have advised him to plead the Fifth?

2. What is the Fifth Amendment? What does it mean to "plead the Fifth"? Why is the Fifth Amendment important in a democratic society? Have students conduct research to learn more about specific instances when people have pleaded the Fifth during Senate hearings. Then, ask each student to write an essay that summarizes their research and addresses the following questions: If the Fifth Amendment did not exist, how would these people have responded to questioning while under oath? What would be the ramifications of such testimony? Have students share their essays with the class.

3. Visit the following CNNstudentnews.com sites for background information on the fall of Enron and a lesson plan on Enron executives' Fifth Amendment rights:
   http://www.cnn.com/2002/fyi/lesson.plans/02/04/enron.lay/.

   http://fyi.cnn.com/2002/fyi/news/01/16/backgrounder.enron/index.html.

4. Teachers and students: Test your knowledge of this week's news! Check out the Weekly News Quiz

on CNNstudentnews.com.

LINKS:
http://fyi.cnn.com/money/2002/02/12/news/enron_lay/index.htm
http://money.cnn.com/news/specials/enron/
http://fyi.cnn.com/SPECIALS/2002/enron/
http://www.enron.com/corp/
http://www.cnn.com/money/2002/02/14/news/enron_roundup/index.htm

Student Bureau: Campus PDAs

1. What are PDAs? What are some of the varied reactions in the video to PDAs? What provisions did the reporter find in local school handbooks regarding PDAs? How do some schools punish students for public displays of affection? What do students in the video think of these regulations and punishments? What do you think of the idea of "PDA monitors"?

2. Challenge students to locate and examine their school's policy on PDAs. Have one student read the policy, and then open the floor for class discussion: Do students think the policy is too lenient, too strict, or fair? If there is no policy, do students think there should be one? Direct each student to write an essay addressing the school policy on PDAs (or lack of one), explaining what he/she believes the appropriate response to PDAs should be.

3. Teachers: Your students can find a CNNstudentnews.com version of this story, along with video, at this site: http://fyi.cnn.com/2002/fyi/news/02/14/pda/index.html.

LINKS:
http://dating.about.com/library/polls/blpoll012500.htm?iam=dpile&terms=public+display+of+affection

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EDITOR'S NOTE:
Sherron Watkins
global warming
Slobodan Milosevic
snowboarding
organ donation
Kenneth Lay
Fifth Amendment
public display of affection

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CNN NEWSROOM Guide

February 19, 2002

Join Anchor Shelley Walcott for her two-part series, The History of the Gullah, on February 19 & 20. The series takes an in-depth look at the Gullah people of Georgia and South Carolina. For more information, please visit CNNstudentnews.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:40...00:55

CNN STUDENT NEWS ... 00:10...01:05
Today's top stories

Lead Story: U.S.-Japan Relations ... 05:35...06:40
-U.S. and Japanese leaders meet in Tokyo.
-Many U.S. officials are worried about Japan's sagging economy.

News Focus: Teaching Friendship ... 03:10...09:50
One principal believes that social skills are crucial to academic success.

Chronicle: Al Hirschfeld ... 03:10...13:00
CNN's Phil Hirschkorn profiles American artist Al Hirschfeld.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...13:10
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Gullah: Part I ... 06:45...19:55
CNN's Shelley Walcott profiles the Gullah people.

Health Report: Brain Secrets ... 03:10...23:05
Some psychiatrists are using nuclear imaging as a diagnostic tool.

Smart Medicine ... 00:30...23:35
Eating fruits and vegetables promotes good health.

Student Bureau ... 02:30...26:05
Journalists face personal safety and logistical challenges.

Where in the World? ... 01:00...27:05
Answer: Japan

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: U.S.-Japan Relations

1. **What is the purpose of President George W. Bush's visit to Tokyo? Who is Junichiro Koizumi? How did Prime Minister Koizumi respond to Mr. Bush's reference to the "axis of evil"? Why do you think he reacted this way? Explain. What is the status of Japan's economy? Why do you think Bush has expressed confidence in Koizumi's economic reforms?**

2. **What was the state of the U.S. and Japanese economies in 1992? Why is Japan now looking to the U.S. for help with its economy? How might President Bush be able to help restore Japanese confidence in Koizumi and in their nation's economy?**

3. **What is the unemployment rate in Japan? What is a "recession"? How long has Japan been in a recession? What is "deflation"? Why is deflation bad for Japan's economy? How is the international community being affected by Japan's economic woes?**

4. **In the video, professor Keith Henry shares his opinion about Bush's ability to revitalize Japanese confidence in Koizumi and in the nation's economy. Henry states:**

   "when you try to deal with the internal domestic politics of a particular country, particularly a pork barrel type of politics that goes on within any country, it's very, very, difficult for a foreign leader to have an impact."

   Share this quote with your students. Have them define the term "pork barrel politics" and discuss the meaning of the quote. Then, challenge them to conduct research to find historical evidence that supports or refutes Henry's assertion. You may want to have students examine the events surrounding President George Bush's appeal to Japan for economic help in 1992.

5. **What problems are the Japanese people dealing with because of Japan's sagging economy? Have students examine news magazines, Web sites and other recently published materials to research Japan's economic situation over the past five years. Have students examine both the short-term and long-term effects of Japan's ailing economy on its people. Based on their findings and class discussion, direct students to write letters to Prime Minister Junichiro Koizumi, indicating which problems he should deal with first and suggest approaches for addressing these problems. Invite students to share their letters with the class.**

6. **Teachers: Visit http://fyi.cnn.com/2002/fyi/news/02/18/bush.japan/index.html** for a CNNstudentnews.com article and teaching activity on this story.

LINKS:
http://fyi.cnn.com/2002/US/02/18/ret.factsheet.facts/index.html

http://www.cnn.com/SPECIALS/2002/bush.tour/

News Focus: Teaching Friendship

1. What are "social skills"? Who is Sue Clendening? According to Clendening, why do kids need strong social skills? What is Clendening doing to enhance students' ability to establish friendships at Graham Elementary School?

2. Why are friends important? What makes a good friend? How do you choose your friends? What are the similarities and differences between your friends? Do you have difficulty making friends? Why or why not? Do you think the social environment at your school encourages students to establish friendships? Discuss. What characteristics do you possess that would make you a good friend?

3. In what way is school a microcosm of greater society? At what age do you think kids begin to develop social skills? To what extent do you think schools, families, and communities influence children's development of social skills? Ask students to write reflection papers about how their experiences in these different settings have influenced their development, including their ability to get along with others.

4. Why is it important that all students feel a part of their school community? How can students and school staff promote a socially tolerant and positive school culture? Challenge small groups of students to identify ways that students and staff can:
   1. break down social barriers, especially among cliques
   2. become more accepting of individual differences
   3. build a sense of community (by getting groups of students involved in projects or activities).

   Have students share their ideas and discuss.

   EXTENSION: Do you think improving student relations will curb school violence? Explain. If you were a school principal, how would you respond to the issue of school violence?

   For information about the causes and prevention of school violence, please visit the following sites:
   http://www.nea.org/issues/safescho/
   http://www.ncsu.edu/cpsv/
   http://www.colorado.edu/cspv/
   http://helping.apa.org/warningsigns/index.html
   http://www.nssc1.org/.

   Teachers: Visit the following CNNstudentnews.com site for a lesson plan on "School Pressures":
   http://fyi.cnn.com/2001/fyi/lesson.plans/03/26/school.perspectives/index.html.

LINKS:
http://www.ed.gov/databases/ERIC_Digests/ed265936.html
http://www.mgh.org/wcc/teensite/adults/articles/cliques.html
http://www.self-esteem-nase.org/

Chronicle: Al Hirschfeld

1. Who is Al Hirschfeld? For what type of work is he best known? How long has Hirschfeld been creating his art? How did he get into his line of work? At what museum is Hirschfeld's work being

displayed? What is Hirschfeld's secret for living so long?

2. Al Hirschfeld once said that, "Everybody is creative, and everybody is talented. I just don't think that everybody is disciplined. I think that's a rare commodity." Share this quote with your students and ask: Why is it important for people to be disciplined to excel artistically? To what extent is discipline important to achieving personal and professional successes? Are you disciplined? Why or why not? What can people do become more disciplined? Discuss.

3. Point out to your class that Hirschfeld's work chronicles the evolution of New York City and American theater during much of the 20th century.
   - Direct students to the links below and other resources to learn more about the history of New York City and American theater since the 1930s.
   - Have students select a Hirschfeld drawing and write an essay about how the drawing depicts an aspect of American history and culture. (If students are profiling actors or actresses, have them research the individuals' bodies of work and their contributions to American theater and American culture.)
   - Starting with the oldest drawing, have students share their essays and the drawings with the class.
   - After the presentations, have students talk about the cultural evolution that has occurred in the U.S. during the last century, and what they think the future holds for New York City.

LINKS:
http://www.bpib.com/illustrat/hirschfe.htm
http://www.mcny.org/tweed/help.htm
http://www.alhirschfeld.com/index2.shtml
http://www.bpib.com/illustrat/hirschfe.htm
http://www.pbs.org/wnet/americanmasters/database/hirschfeld_a.html
http://www.jewelspiegelgallery.com/hirex.html

Perspectives: Gullah: Part I

1. Who are the Gullah people? Where do they live? About how many Gullah people are living on St. Helena Island? What is the origin of the term "Gullah"? By what other name are the Gullahs known? What are some of the differences between the Gullah people and mainstream African-Americans?

2. When did the Gullah people first come to the lowcountry? Who was Vasquez de Allyon? What was his role in establishing the Gullah culture? Of what ethnic groups are the Gullah people descendants? How was the culture of the Gullah people different from the culture of other slaves in America? What traditional elements of the Gullah culture have endured?

3. Refer students to the Web sites below and other resources to learn more about the history, traditions and culture of the Gullah people. Group students. Direct each group to create a graphic organizer about the Gullah people including categories such as food, history, arts and language. After students share their graphic organizers, ask: What are some of the similarities and differences between the Gullah culture and your culture? Discuss.

4. Teachers: For a CNNstudentnews.com article and teaching activity on the Gullah people and their culture, go to:
   http://fyi.cnn.com/2002/fyi/news/02/13/gullah/index.html.

LINKS:
http://www.penncenter.com/
http://www.coastalguide.com/gullah/
http://www.savannahnow.com/stories/091997/DIVsapelo.html

Health Report: Brain Secrets

1. According to the National Institute of Health, what percentage of Americans will be diagnosed with some type of mental disorder during their lives? Who is Daniel Amen? What is nuclear imaging? How is nuclear imaging different from other brain scans? How is nuclear imaging being used in the field of psychiatry?

2. How can drinking alcohol, smoking and drug use affect the brain? What part of the brain is linked to violence? How might nuclear imaging be used to reduce violent behavior? What forms of treatment does Dr. Amen prescribe to help those who have abnormal brains?

3. Direct groups of students to research the anatomy of the brain, and create diagrams or other visual aids to help explain it. Have each group present its work to the class.

4. Challenge groups of students to examine diseases that affect the brain. Have each group choose one such disease and conduct research to learn how it is diagnosed, how it affects the brain, and the courses of treatment or cure. Have groups share their findings. Discuss the advances in medical technology that have improved the prognosis for many who suffer from these diseases.

   EXTENSION: Point out to students that many aspects of human adolescence may be rooted in the teenage brain. As a class, brainstorm a list of general emotional and mental characteristics of the teenage years, such as sleepiness, rebelliousness, or lack of self-control. Write these characteristics on the board. Divide the class into small groups. Challenge each group to choose one characteristic and determine to what extent, if any, that characteristic can be tied to the brain. If the characteristic can be linked to the teenage brain, have the group examine the biology involved (for example, what part of the brain houses this emotion or condition, and how the teenage brain may be conducive to it). Have each group present its information to the class. Next, discuss environmental factors that might play a role in teenage behavior and characteristics. Do students think the teenage mind is more a product of biology or society? Why?

LINKS:
http://www.med.harvard.edu/AANLIB/home.html
http://pegasus.cc.ucf.edu/~Brainmd1/brain.html#table
http://www.vh.org/Providers/Textbooks/BrainAnatomy/BrainAnatomy.html
http://www.genetics.gla.ac.uk/neil/neurodis.html
http://www.uku.fi/neuro/linksrad.htm

Student Bureau: World Reporters

1. What is Seremb Gjergi's job? What danger has he faced as a world reporter? Besides risks to his personal safety, what other challenges does Gjergi face as he covers international events?

2. What is the goal of the international reporter? What obstacles to "balanced" reporting might a reporter encounter when telling a story about an armed conflict? Why is it important that the rest of the world

receive a fair account of what is happening?

3. In the video, we hear that although the world reporter's job is a dangerous one, more people are getting into the field of journalism. Are any of your students interested in this field? Ask a local journalist to talk to your students about the risks and rewards of his/her career. Encourage students who are interested in journalism to pursue additional information.

LINKS:
http://www.newseum.org/photojournalist/
http://www.asne.org/kiosk/careers/index.htm

EDITOR'S NOTE:
Junichiro Koizumi
recession
Japan
social skills
Al Hirschfeld
the brain
Gullah
journalists

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CNN NEWSROOM Guide

February 20, 2002

CNN Student News celebrates Black History Month On Air and Online with reports for classrooms highlighting the history, culture and achievements of African-Americans. For more information, visit CNNstudentnews.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:35...00:50

CNN STUDENT NEWS ... 00:10...01:00
Today's top stories

Lead Story: U.S.-South Korea Relations ... 06:35...07:35
-President Bush visits South Korea.
-North Koreans remain loyal to Kim Jong Il.

News Focus: Islam 101 ... 02:05...09:40
CNN's Zain Verjee explains the basics of Islam.

Chronicle: Bolshoi Theater ... 03:30...13:10
The Bolshoi Theater gets a renovation.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...13:20
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Gullah: Part II ... 04:30...17:50
Coastal development threatens the Gullah culture.

Business Report: French McDonald's ... 02:10...20:00
McDonald's spends millions for a comic book character to promote Big Macs in France.

Metric Martyrs ... 02:00...22:00
Britain's "metric martyrs" lose their case.

Ask CNN ... 01:10...23:10
What denomination comes after trillions in the U.S. federal budget?

Student Bureau ... 03:00...26:10
How do schools address the issue of freedom of the press?

Where in the World? ... 01:00...27:10
Answer: Russia

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: U.S.-South Korea Relations

1. Why is President George W. Bush visiting South Korea? Who is Kim Dae-jung? What is President Kim Dae-jung's "Sunshine Policy"? Why is the South Korean government disappointed that President Bush labeled North Korea as part of the "axis of evil"? How has the Bush administration responded to these criticisms? How might Kim Dae-jung's departure from office impact North Korea's relationship with South Korea and the U.S.?

2. To what prior political regimes has Kim Jong Il's leadership of North Korea been compared? How do North Koreans view Kim Jong Il? Under what circumstances did Kim come to power? Why do you think the term "cult" has been used to define Kim's following? Do you think this is an accurate statement or political rhetoric? Discuss.

3. What social problems do many North Koreans face? What changes have occurred in North Korea because of the breakdown of the nation's socialist economy? What "mixed signals" has North Korea sent to the international community? Why has transitioning to a free market economy been a "wrenching" change for Kim and the North Korean people?

4. Have students review the history of North Korea's current economic crisis. Have students identify the sectors of North Korea that have suffered because of the nation's economic crisis. Have students work in groups to research the social, economic and political problems that have surfaced as a result of North Korea's failing economy. Direct each group to prepare a written report on the impact of the economic crisis on life in North Korea.

5. Teachers: Visit http://fyi.cnn.com/2002/fyi/lesson.plans/02/19/bush.korea/index.html for a CNNstudentnews.com article and teaching activity on President Bush's visit to South Korea.

LINKS:
http://cnn.com/2002/WORLD/asiapcf/east/02/19/korea.analysis/index.html
http://cnn.com/2002/WORLD/asiapcf/east/02/18/bush.terror/index.html
http://www.cnn.com/SPECIALS/2002/bush.tour/
http://www.cnn.com/interactive/countrywatch/KoreaNorth/frameset.exclude.html
http://www.cnn.com/SPECIALS/2001/korea/

News Focus: Islam 101

1. How many people in the world practice Islam? What does the word "Islam" mean? Who was Mohammed? What is the Koran? What is the Kaba?

2. What are the two basic beliefs shared by all Muslims? What are the Five Pillars of Faith? Why is Mecca important to Muslims? How many Muslims are expected to make the pilgrimage to Mecca this year?

3. Why do you think many pilgrims at the Hajj are discussing the meaning of Islam and what it means to be a Muslim? Point out to students that, according to scholars, to understand Islam, you must consider the following question: Who's Islam are we talking about, and who is defining it? Have students explore the meaning and significance of this question. Ask students: Do you think this question can be applied to other religions? Discuss.

4. Ask your students to share what they know about the Islamic faith and the Muslim culture. Make a list of your students' responses. Refer students to the links below, and other resources, to learn more about the history and beliefs of Islam and the Muslim culture. Have students identify the differences between Islamics and Islamic extremists. After students share their findings, point out that some scholars have said that Islamic extremists are to Islam as the Ku Klux Klan is to Christianity. Have students examine these parallels in class discussion.

5. Teachers: Visit the following CNNstudentnews.com site for an activity that focuses on comparing Islam to Judaism and Christianity: http://fyi.cnn.com/2001/fyi/lesson.plans/09/28/islamic.explainer/.

LINKS:
http://fyi.cnn.com/2001/fyi/news/09/28/Islam.explainer/index.html
http://www.cair-net.org/
http://www.muslimcenter.org/
http://www.kcstar.com/item/pages/home.p...local/3accfcdf.919,.html
http://www.ahram.org.eg/weekly/1998/397/re6.htm
http://www.mwlusa.org/news_afghan2.html
http://www.ummah.org.uk/hajj/

Chronicle: Bolshoi Theater

1. What nation is home to the Bolshoi Theater? When was the theater built? What is the meaning of the term term "Bolshoi"? What types of problems is the Bolshoi Theater experiencing? How has the Russian government responded to these problems? How much is the theater's renovation expected to cost? What aspects of the Bolshoi will be preserved? What are some of the technical challenges associated with the renovation?

2. Inform students that Russia's Minister of Culture once stated that the Bolshoi "is much more than just a theater. It is a symbol of the country and a trademark of Russia." Have students discuss the meaning of this statement. Then, challenge pairs of students to prepare presentations about other countries' cultural symbols. Following the presentations, have students consider why these cultural symbols are important to their countries and the international community.

   EXTENSION: What expenses do artistic companies, such as ballet companies and symphonies, face

in order to perform? Have students consult the Internet and other resources, such as local symphonies, orchestras and theater companies, to learn more about the costs involved in running a successful artistic company. Share student findings. Why is it difficult for many of these companies to make ends meet, even in the best of economies? How do they raise the capital they need to operate? Have students share their information in class discussion.

LINKS:
http://www.bolshoi.ru/announces_eng.shtml
http://www.unesco.org/opi2/bolshoi/partnership.htm
http://www.rupron.com/newrpo/arts0020.asp?WCI=356

Perspectives: Gullah: Part II

1. Who are the Gullah people? Where do they live? What traditional elements of the Gullah culture have endured? What is the tradition of "heirs property"? Why is the culture of the Gullah people in jeopardy? What organization is helping to preserve this culture?

2. Is it possible to preserve the culture of the Gullah and allow individual property owners their right to develop lowcountry property? Direct students, working in small groups, to research both sides of this issue and share their findings. Ask: What are the benefits and downsides of economic development? Have students write essays in response to the following question: If you were a local activist, which would you be more likely to promote, economic development or the preservation of the Gullah culture?

3. Teachers: For a CNNstudentnews.com article and teaching activity on the Gullah people and their culture, go to:
http://fyi.cnn.com/2002/fyi/news/02/13/gullah/index.html.

LINKS:
http://www.penncenter.com/
http://www.coastalguide.com/gullah/
http://www.savannahnow.com/stories/091997/DIVsapelo.html
http://members.aol.com/queenmut/GullGeeCo.html
http://www.npca.org/explore_the_parks/new_parks/gullahgeechee.asp

Business Report: French McDonald's

1. Who is Asterix the Gaul? Where is he promoting Big Macs? How do Parisians feel about this marketing approach? What challenges has McDonald's recently faced in Europe?

2. What is meant by the term "American imperialism"? Why do you think many Europeans see McDonald's as a form of American imperialism? Do you think using a French image to appeal to French consumers will be a profitable marketing strategy for McDonald's? Why or why not?

3. At the end of this video, we hear that, "Brand experts say that tailoring marketing campaigns alone cannot succeed, unless McDonald's products continue to appeal to international consumers." Generate a class discussion about the meaning of this quote. Ask students: How do American companies get their products to appeal to international consumers? Point out that there are many issues surrounding international marketing that companies must consider, from language issues, to culture and customs,

to accepted images (like Asterix the Gaul). Divide the class into small groups. Challenge each group to select one American product and brainstorm a strategy for introducing that product to a specific market outside the U.S. Have members of the group conduct research to learn more about the market's culture, customs and language, and determine how to best position the product for broad market appeal in light of these factors. Have each group present its marketing strategy and discuss how cultural elements played a role in the development of that strategy.

LINKS:
http://www.mcdonalds.com/
http://www.mcdonalds.com/countries/france/index.html
http://www.mind-advertising.com/us/mcdonalds_us.htm?source=goto
http://www.funtrivia.com/Miscellaneous/McDonalds.html

Metric Martyrs

1. Who are the "metric martyrs"? Of what crime were these five people convicted? How do Imperial measures differ from metric measures? Why was this case politically significant? Why do you think some are saying that the High Court's ruling is "the death of democracy"?

2. Point out that the martyrs' lawyer, Michael Shrimpton, argued during a recent hearing that the case was "of constitutional importance" because it marked a showdown between British law and European rules. Some might argue that abiding by European Union (EU) rules is a price Britain must pay to be part of the EU.

   Refer students to the links below to learn about the history of the EU and Britain's' decision to join the EU. Working in groups, ask students to identify the standards that the EU has brought across Europe. Have students identify the social, political and economic advantages and disadvantages for Britain of belonging to the EU. Ask students: Do you support the High Court's decision on the metric martyrs' case? Why or why not? Do you think Britain citizens should be able to vote on whether to implement EU directives? Discuss.

LINKS:
http://cnn.com/2002/WORLD/europe/02/18/uk.martyrs/index.html
http://www.europa.eu.int/
http://www.europa.eu.int/abc/governments/uk/index_en.html
http://www.eustudies.org/

Student Bureau: Free Press

1. Who is Mark Goodman? What is the Student Law Press Center? According to Goodman, to what extent can school administrators censor school-sponsored publications? What does Goodman believe students should do when they experience censorship? Why do some free press advocates argue that school journalists should have limitations?

2. According to the video, how does the notion of anticipated censorship impact the quality of some student journalism? Besides school-sponsored publications, what other avenues do students have for free expression? How does the concept of free press differ between high school and college?

3. To what extent does the First Amendment to the U.S. Constitution apply to high school publications? Have students work in groups to find the answer to this question, and share their findings in class

discussion. Generate a class discussion about the rights and responsibilities of high school journalists, as well as the responsibility of a school's administration to provide for the safety and welfare of its students. Do students think there should be limitations on high school press? Why or why not?

LINKS:
http://www.law.cornell.edu/constitution/constitution.billofrights.html
http://www.splc.org/
http://www.splc.org/legalresearch.asp?id=3

EDITOR'S NOTE:
South Korea
Kim Jong Il
Islam
Bolshoi Theater
Gullah
marketing
journalists
Russia

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CNN NEWSROOM Guide

February 21, 2002

Teachers, remember that free annual enrollment is required for CNN Student News. Is your enrollment up-to-date? Call 1-800-344-6219 to find out.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:35...00:50

CNN STUDENT NEWS ... 00:10...01:00
Today's top stories

Lead Story: Bush Asian Tour ... 05:45...06:45
-President Bush supports the diplomatic efforts between North and South Korea.
-The Chinese government begins to embrace capitalism.

News Focus: School Vouchers ... 03:55...10:40
Should vouchers be used to help pay for religious school tuition?

Chronicle: Cuba Hip Hop ... 02:55...13:35
Cuban musicians use hip hop to express their political views.

Ask CNN ... 00:55...14:30
How did the Grammys get their name?

CNN STUDENT NEWS PERSPECTIVES ... 00:10...14:40
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Xernona Clayton ... 04:10...18:50
The Trumpet Awards salute African-American achievement.

Science Report: Human Microchips ... 03:10...22:00
Implanted VeriChips reveal personal and medical information.

Science Report Extra ... 01:25...23:25
-The first American orbited the Earth 40 years ago.
-Last night at 8:02 PM time was a perfect palindrome.

Student Bureau ... 02:20...25:45
Lester Maddox wants history to remember him in a positive light.

Where in the World? ... 01:00...26:45
Answer: Cuba

CNN NEWSROOM CLOSE ... 01:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Bush Asian Tour

1. Why did President George W. Bush visit South Korea? Why is the South Korean government disappointed that Mr. Bush labeled North Korea as part of the "axis of evil"? Why did Bush visit the Demilitarized Zone (DMZ)? What political message did Bush deliver from the DMZ? What is President Kim Dae-jung's "Sunshine Policy"? What evidence suggests that Bush supports the diplomatic efforts between North Korea and South Korea?

2. Which nation is Bush visiting on the third leg of his Asian tour? What key issues are President Jiang Zemin and Bush expected to discuss?

3. What evidence suggests that the Chinese government is beginning to embrace capitalism? In what way does Li Xiaohua typify the budding capitalist class in China? How has the concept of capitalism changed in China? Why are entrepreneurs important to the future of China's economy?

4. Teachers: Visit http://fyi.cnn.com/2002/fyi/lesson.plans/02/20/bush.agenda/index.html for a CNNstudentnews.com. article and lesson plan on President Bush's trip to South Korea.

LINKS:
http://cnn.com/2002/WORLD/asiapcf/east/02/20/bush.korea/index.html
http://fyi.cnn.com/2002/WORLD/asiapcf/east/02/19/china.bush/index.html
http://fyi.cnn.com/SPECIALS/2002/bush.tour/
http://www.odci.gov/cia/publications/factbook/index.html
http://www.wto.org/
http://www.gio.gov.tw/

News Focus: School Vouchers

1. What are school vouchers? What percentage of "voucher students" go to religious schools in Cleveland, Ohio? Why is this number so high? How is the school voucher program impacting Cleveland's public schools? What is the Cleveland case?

2. What is meant by the term "separation of church and state"? Why do some people feel that allowing public money to be used to help pay tuitions at church-run schools violates the separation of church and state? How do you feel about using public money to help pay tuitions at church-run schools?

3. Why is the Cleveland case before the U.S. Supreme Court? What are the ramifications of the Court's impending ruling? Divide your class into two groups to debate whether public money should be used to help pay tuitions at church-run schools. After the debate, direct students to the last three links below to learn how the Supreme Court has ruled on recent First Amendment cases. How do you think the Court will rule on this case? Discuss.

LINKS:
http://cnn.com/2002/LAW/02/20/scotus.school.vouchers.ap/index.html
http://www.supremecourtus.gov/
http://caselaw.lp.findlaw.com/data/constitution/amendment01/

Chronicle: Cuba Hip Hop

1. What themes do Cuban hip hop (rap) artists address in their music? Why is Cuban hip hop music politically controversial? What makes Cuban hip hop music unique? How does Cuba's hip hop culture compare to that of the U.S.? Does this style of music appeal to you? Why or why not?

2. Refer students to multimedia resources, including the Web sites listed below, to research the history of Cuba since the Cuban Revolution, which took place in 1953. Have students identify how the relationship between the U.S. and Cuba has changed since the Cold War, and the reason for the U.S. embargo against Cuba. After students complete their research, ask: What is the current economic situation in Cuba? To what extent do you think the economic problems contribute to Cuba's social problems? How might the lives of many Cubans change if the U.S. government modified or ended its embargo against Cuba? Do you think additional economic reforms would be needed to improve the standard of living for the average Cuban? Explain.

   EXTENSION: Working in pairs, have students draw upon their research to write raps that express their opinions about Cuba's government, economy or society. Have each pair perform its rap for the class.

LINKS:
http://www.hartford-hwp.com/archives/43b/index-c.html
http://www.cnn.com/2000/WORLD/americas/07/25/cuba.march.ap/index.html
http://www.granma.cu/ingles/index.html
http://cnn.com/SPECIALS/cold.war/

Perspectives: Xernona Clayton

1. What are the Trumpet Awards? Who created them? How did they originate? What is the goal of these awards? Who is Xernona Clayton? Why do so many people hold her in such high esteem?

2. Refer students to multimedia resources to learn more about Xernona Clayton. Pose the following questions to guide students' research:
   1. What are some of Clayton's professional accomplishments?
   2. What causes has she championed?
   3. What was her affiliation with Dr. Martin Luther King, Jr.?
   4. What were her contributions to the American Civil Rights Movement?

   After students present their research, direct each student to write a brief biography that could serve as an introduction for Ms. Clayton at the Trumpet Awards ceremony.

EXTENSION: Point out to students that Xernona Clayton's impact dates back to the Civil Rights Movement, when she worked closely with Martin Luther King, Jr. Direct students to library and multimedia resources to learn about the American Civil Rights Movement, and how Dr. King's actions have led to legislative changes in the field of civil rights in the U.S. Have students examine the impact of the Civil Rights Act of 1964. After students share their findings, ask: What civil rights issues exist for young people today? Do these issues differ from those addressed by Dr. King? Explain. What are politicians and U.S. citizens doing to address these issues?

LINKS:
http://new.blackvoices.com/features/heritage/bv-heritage2-top10-xernona.story
http://www.africanpubs.com/Apps/bios/0597ClaytonXernona.asp?pic=none
http://www.atlantatribune.com/news/AFC_scholarships.htm
http://www.encyclopedia.com/articles/02789CivilRightsintheUnitedStates.html
http://www.thekingcenter.com/
http://www.nps.gov/malu/

Science Report: Human Microchips

1. Who is Richard Seelig? What is a VeriChip? Why were VeriChips developed? What events influenced Seelig's decision to have VeriChips implanted into his body?

2. How are microchips being used in animals and humans? How are these chips implanted? What type of personal information can be stored on VeriChips? What potential uses for human microchips are controversial? Are you concerned about these potential uses? Why or why not?

3. Point out to students that VeriChips are being inserted above implanted medical devices, such as pacemakers, artificial joints and heart valves. Refer students to the first Web site below to learn more about VeriChips. After students complete their research, ask: How do VeriChips work? What is meant by the term "invasive"? Do you think VeriChips are invasive? Why or why not? What are some benefits and drawbacks of using VeriChips? Would you volunteer to have a chip implanted in your body? Why or why not? If you had children, would you want them to have chip implants? Discuss.

4. Inform students that "biometric technologies" identify individuals by their unique biological or physical characteristics, such as fingerprints, voiceprints, retinal characteristics or face recognition points. Refer students to the last four Web sites to research examples of biometric technologies and their applications. Then, ask: How do you think the identification system of VeriChips will compare with these other methods? Discuss. Do you think VeriChips are more or less invasive than the other biometric technologies? Explain. Do you think the use of VeriChips will expand in the near future? If so, how?

LINKS:
http://www.adsx.com/VeriChip/verichip.html
http://www.golden-retriever.com/chips.html
http://www.healthypet.com/Library/petcare-33.html
http://rr.sans.org/authentic/biometric2.php
http://www.iosoftware.com/biometrics/apps.htm
http://tbtbiometrics.com/whatarebiometrics.html
http://www.bioprivacy.org/privacy_fears.htm
http://www.eyedentify.com/

Student Bureau: Lester Maddox

1. Who is Lester Maddox? What was Maddox doing in July, 1964? What happened in his restaurant on July 3, 1964? How does local reporter John Pruitt describe the event? Why does he believe that Maddox became an icon in those turbulent times?

2. Why does Maddox believe that history has him wrong? Of what state was he elected governor? According to Maddox, how does his record as governor demonstrate that he should not be labelled a racist? In the video, Lester Maddox says, "I've gotten in a lot of trouble for telling the truth, but never for lying, and that's sad. It ought to be your dishonesty that gets you in trouble and not your honesty." What do you think of this statement? How have Maddox's words gotten him in trouble? Do you think Maddox believes he has been truthful? Explain. Which do you believe politicians should be held accountable for, their honesty or their dishonesty? Why?

3. Challenge students to research the American Civil Rights Movement of the 1960s. Have them share their findings. Who were the important leaders on both sides of this movement? What was the mindset of Americans, black and white, in this period of history? Direct each student to assume the role of either Civil Rights activists or restaurant owner Lester Maddox on July 3, 1964. Have each student write a journal entry from that person's perspective, offering his/her reflection on history during those "turbulent times."

LINKS:
http://www.infoplease.com/ce6/people/A0831057.html

EDITOR'S NOTE:
South Korea
Demilitarized Zone
capitalism
"separation of church and state"
Cuba
Trumpet Awards
biometric technologies
China

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CNN NEWSROOM Guide

February 22, 2002

CNN Student News celebrates Black History Month On Air and Online with reports for classrooms highlighting the history, culture and achievements of African Americans. For more information, visit CNNstudentnews.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:40...00:55

CNN STUDENT NEWS ... 00:10...01:05
Today's top stories

Lead Story: Bush Asian Tour ... 06:10...07:15
-President Bush visits China.
-Who is Hu Jintao?

News Focus: Nixon China Visit ... 02:45...10:00
President Nixon made an historic visit to Beijing in 1972.

Chronicle: Why We Hate ... 04:05...14:05
CNN's Jim Bitterman looks at why people hate.

Daniel Pearl ... 00:25...14:30
Sources say that journalist Daniel Pearl is dead.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...14:40
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Andrew Young ... 03:50...18:30
Andrew Young receives a Trumpet Award.

Week in Review: Axis of Evil ... 03:50...22:20
President Bush's "axis of evil" remark overshadowed much of his trip to Asia.

Studying in China ... 02:50...25:10
Many U.S. students are going to China on study abroad programs.

Student Bureau ... 01:20...26:30
Hair braiding is a thriving business in Lagos, Nigeria.

Where in the World? ... 01:00...27:30
Answer: Nigeria

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Bush Asian Tour

1. What is the purpose of President George W. Bush's visit to Beijing, China? Why is Mr. Bush's visit symbolically significant? Who is Jiang Zemin? What key issues did Presidents Bush and Jiang discuss? How did Jiang respond to reporters' questions regarding religious freedom in China? In your opinion, what are the political implications of Jiang's response? How would you describe the current status of relations between the U.S. and China?

2. Who is Hu Jintao? Why was his participation in the summit important? Why do many people feel that Hu is well suited to serve as Jiang's successor? What steps is Hu taking to emerge from Jiang's shadow? As China's president, what domestic challenges might Hu face?

3. Divide your class into four groups. Assign each group one of the following four issues discussed between the two presidents: weapons proliferation, the fight against terrorism, the status of Taiwan, and religious freedom. Direct students to conduct further research about the positions taken by the U.S. and China on each topic. Have students create graphic organizers to illustrate their findings. After students have presented their information, ask: Why do you think Presidents Bush and Jiang are meeting about these issues at this point in time? Do you think their summit will help resolve these issues? Discuss.

4. Teachers: Visit http://fyi.cnn.com/2002/fyi/lesson.plans/02/21/bush.china/index.html for a CNNstudentnews.com. article and lesson plan on President Bush's trip to China.

LINKS:
http://www.cnn.com/2002/WORLD/asiapcf/east/02/21/bush.china/index.html
http://cnn.com/2002/WORLD/asiapcf/east/02/21/king.china.otsc/index.html
http://fyi.cnn.com/SPECIALS/2002/bush.tour/

News Focus: Nixon China Visit

1. What was the status of U.S.-China relations during the Cold War? Who was Richard Nixon? Who was Mao Zedong? Why was Mr. Nixon's visit to China in 1972 historically significant? Why did Nixon seek rapprochement with China? Why do you think only a conservative president could have made the trip to China without suffering politically at home?

2. Refer students to the first two links below and other resources to learn about the events leading up to the rapprochement between the U.S. and China. Have students identify how relations between China and the Soviet Union contributed to China's decision to establish relations with the U.S. After students give formal presentations of their findings, ask: To what extent do you think President Nixon should receive credit for normalizing relations with China?

3. Why did Nixon's people call his visit to China, "The week that changed the world"? Challenge groups of students to locate examples that illustrate how the world has changed as a result of China opening up to the West. Ask students to consider how the balance of power has shifted between the U.S., China and Russia during the last 30 years. Have students share their findings in class discussion.

LINKS:
http://fyi.cnn.com/2002/WORLD/asiapcf/east/02/20/bush.nixon/index.html
http://europe.cnn.com/SPECIALS/cold.war/episodes/15/
http://www.nixonfoundation.org/
http://www.whitehouse.gov/history/presidents/rn37.html
http://dailynews.yahoo.com/htx/nm/20020221/ts/bush_asia_dc_58.html
http://www.npr.org/ramfiles/me/20020221.me.01.ram

Chronicle: Why We Hate

1. What does it mean to hate something or someone? How is hating a group different from hating an individual? What is "tribalism"? What are the roots of hatred? Why do you think hate has been called "the most sophisticated weapon of all"? Give an example.

2. What is racism? What are some examples of racism that have occurred among different cultures throughout the world? Has any part of the globe been immune to racism? Why do you think this is so? How does racism affect individuals and society? Give examples. Why do you think racism occurs? Do you think racism can be prevented? State your rationale.

3. Is racism an issue in your community? If so, what is being done to address the issue? If not, what could other communities learn from yours? After discussing these questions, challenge students to interview older family members to learn their perspective on racism: Have relations between the races improved or deteriorated in their lifetimes? What do they think is responsible for either trend? Have students share their findings. Challenge students to predict the future of race relations in the U.S.

4. The video examines racism both from the perspective of human nature and history. Educator Tim McCaskell argues that racism is purely historical. He says, "If we can show that racism has a beginning, then the 'human nature' argument obviously doesn't hold much water. And if racism has a beginning, then we can argue that it can have an end" (from A History of Race/ism, 1994). Read this quote to students, then ask: With whom do you agree: those who believe racism is a component of human nature, or those who believe it was behavior "learned" throughout history? Challenge each student to write an essay, supported by research, that illustrates his/her view.

   If students subscribe to McCaskell's theory, how do they propose to "end" racism? Convene a class town hall meeting to generate some ideas on what must be done in order to bring about an end to racism. Encourage students to implement some of the suggestions that are offered. Besides the students, what other segments of local and global society must change in order to bring about a new way of thinking among all races?

EXTENSION: Inform students that media has the power to shape and influence attitudes and beliefs. Group students. Have each group examine either movies, TV, radio, Internet, magazines, newspapers, or music to determine how different ethnic groups are portrayed in the media. Direct students to note any political biases in the show or publication, and if the ethnic portrayals of the individuals promote racism. Have students compare and contrast their findings.

LINKS:
http://www.partnersagainsthate.org/
http://www.adl.org/prejudice/prejudice_terms.asp#Prejudice
http://www.adl.org/prejudice/prejudice_resources.asp
http://www.unhchr.ch/html/racism/

Perspectives: Andrew Young

1. What are the Trumpet Awards? Who is Andrew Young? Which of the Trumpet Awards did he win? Why do so many people hold him in such high esteem?

2. Refer students to multimedia resources to learn more about Andrew Young. Pose the following questions to guide students' research:
   1. What experiences did Young have when growing up that prepared him for his career in politics?
   2. What are some of Young's political accomplishments?
   3. What causes has he championed?
   4. What was his affiliation with Dr. Martin Luther King, Jr.?
   5. What were his contributions to the American Civil Rights Movement?
   6. How did Young help Atlanta to become an "international city"?
   7. What awards and honors he has received?
   8. How is Young currently helping and serving people?

   After students present their research, direct each student to write a brief acceptance speech for Mr. Young to present at the Trumpet Awards ceremony.

3. According to the video, Dr. Martin Luther King Jr. called Young his "negotiator." Ask: What is a negotiator? What skills do you think an effective negotiator should possess? Why? How do you think these skills have helped Andrew Young in his various political positions?

4. Lead a class discussion on the following question: Why is studying about the lives and careers of influential people a valuable learning experience? Discuss. How might Young's story impact students' future educational goals and career choices? Direct students to the Web sites below and other resources to research the professional qualifications in politics and related fields. Then, ask: Would you be interested in becoming an elected official? Why or why not?

5. Have students do an inventory of their interests and talents to determine if they are suited for a career in politics and related fields. Direct students to record their findings in a career planning portfolio. Ask: What experiences in your school and community might prepare you for a career in politics? Discuss.

6. Point out to students that the Trumpet Awards salute the outstanding achievements of individuals who have distinguished themselves in the fields of politics, medicine, law, business, sports and entertainment. Ask: Are there well-known individuals in these fields whom you regard as role models? What influence might these people have on your future and the lives of your peers? Have each student select a contemporary figure from any of the fields listed above, and write a letter to the

Trumpet Awards selection committee advocating for the person to recieve a 2003 Trumpet Award.

LINKS:
http://www.trumpetawards.com/
http://bioguide.congress.gov/scripts/biodisplay.pl?index=Y000028
http://blackhistory.eb.com/micro/650/54.html
http://www.edu.gov.on.ca/eng/general/elemsec/job/prospect/eng/

Week in Review: Axis of Evil

1. What Asian countries did President George W. Bush visit this week? What was the purpose of Mr. Bush's trip? Who are the leaders of Japan, South Korea and China?

2. Why did Bush label North Korea as part of the "axis of evil"? What evidence suggests that Bush's axis of evil remark overshadowed much of his trip to Asia? How did the Asian leaders respond to Bush's axis of evil remark? How would you describe Bush's diplomatic efforts to address the axis of evil issue? How do you think Bush's remark will impact the prospects for talks between the U.S. and North Korea? Discuss.

3. Teachers: For additional questions and activities on President Bush's trip to Asia, please see the following CNN Student News Daily Guides:
   February 18, 2002
   February 19, 2002
   February 20, 2002
   February 21, 2002.

   Also, visit the following CNNstudentnews.com sites for background information and educational activities on Bush's Asia tour:
   http://fyi.cnn.com/2002/fyi/news/02/18/bush.japan/index.html

   http://fyi.cnn.com/2002/fyi/lesson.plans/02/19/bush.korea/index.html

   http://fyi.cnn.com/2002/fyi/lesson.plans/02/20/bush.agenda/index.html.

4. Teachers and students: Test your knowledge of this week's news! Check out the Weekly News Quiz on CNNstudentnews.com.

LINKS:
http://fyi.cnn.com/SPECIALS/2002/bush.tour/
http://fyi.cnn.com/SPECIALS/2000/korea/
http://www.odci.gov/cia/publications/factbook/index.html

Studying in China

1. Why are more and more American students going to China to study? Who is Jeni Mattingly? In what ways has her visit to China been an "eye opening experience"? What type of adjustments did Jeni and her host family make to get along? How did the September 11 attacks affect Jeni's relationship with

her host family?

2. If any of your students have studied abroad, ask them to describe their experiences. How did they prepare for their trip? What challenges did they encounter while overseas? What were the highlights of their trip? What advice would they give to their peers who might be thinking about studying overseas?

3. As a class, help students create a list of the information students who are planning to study abroad should know about their host countries. Such information might include the nation's geography, climate, points of interest, health information and state department information. Next, ask each student to select a country that he/she would like to visit. Using their list as a guide, have students conduct research on their chosen countries. Then, have students draw upon their research to create travel brochures for their peers who might be interested in studying abroad. Give copies of the brochures to your school's library and guidance department.

LINKS:
http://china.studyabroad.com/
http://www.odci.gov/cia/publications/factbook/index.html
http://www.state.gov/kids/

Student Bureau: Hair Braiding

1. Locate Lagos, Nigeria, on a world map. Describe the hair braiding business at Lagos' open air market. Who are the clients? What are some examples of braiding styles, and where does each get its name? How much money do the hair braiders earn daily?

2. Use this opportunity to introduce your students to the customs and culture of Nigeria. Have students work in groups to conduct research on Nigeria. Direct each group to create a multimedia presentation of its findings.

LINKS:
http://www.motherlandnigeria.com/people.html
http://www.stanford.edu/dept/SUMA/hairpress.html
http://ccwf.cc.utexas.edu/~remi/assignment4/yoruba.html

EDITOR'S NOTE:
China
Hu Jintao
Richard Nixon
Andrew Young
racism
axis of evil
studying abroad
braiding

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CNN NEWSROOM Guide

February 25, 2002

CNN Student News celebrates Black History Month On Air and Online with reports highlighting the history, culture and achievements of African Americans. For more information, visit CNNstudentnews.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Mideast Conflict ... 03:20...03:50
Israeli officials relax some restrictions placed on Yasser Arafat.

News Focus: Finding Terrorists ... 05:50...09:40
Where are Osama bin Laden and Mullah Mohammed Omar?

Ask CNN: Terrorism Threat ... 01:30...11:10
After ending the threat of Osama bin Laden, how we continue to combat terrorism worldwide?

Chronicle: Dear Soldier ... 02:50...14:00
American soldiers receive words of gratitude from those they've never met.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...14:10
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Ted Turner ... 06:30...20:40
Ted Turner receives a Trumpet Award.

Culture Report: Jacob Lawrence ... 03:50...24:30
An exhibit of Jacob Lawrence's paintings documents the struggles of African Americans.

Student Bureau ... 01:50...26:20
Jesse Jackson recalls his experiences with Martin Luther King, Jr.

Where in the World? ... 01:00...27:20
Answer: Israel

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Mideast Conflict

1. Who is Yasser Arafat? Why are Israeli authorities limiting his movement? How did the Israeli cabinet alter that policy this weekend? Why are some Palestinians unhappy with this action? How have they responded?

2. To what town has Yasser Arafat been confined? Who must give permission in order for Arafat to leave? What does Ariel Sharon want of Arafat? How does the decision to keep Arafat confined help Sharon politically? Why do you think Palestinians see the decision as "humiliation"?

3. How does the incident involving a pregnant Palestinian motorist illustrate the volatility of the situation between Israelis and Palestinians? Why is the current period significant for both Muslims and Jews? What do you think will happen once the holy days are over? Why?

4. In the video, we hear that Yasser Arafat is under "virtual house arrest." What does this mean? Ask students to explain what happens when a person is under house arrest. Then, have students work in groups to research the events that have lead to Arafat's confinement by Israeli authorities. Discuss what both sides have to gain and/or lose by Arafat's continued house arrest.

5. Teachers and students: For additional information on the conflict in this region, check out CNNstudentnews.com's backgrounder on the Middle East: http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html.

LINKS:
http://fyi.cnn.com/2002/WORLD/meast/02/24/mideast.arafat/index.html
http://fyi.cnn.com/WORLD/meast/sites.html

News Focus: Finding Terrorists

1. What does new information indicate about Osama bin Laden? What have U.S. military sources assumed about bin Laden for the last few months? What is the status of the hunt for Osama bin Laden? Why are U.S. officials saying that finding bin Laden is not a "prime mission"? Who is the other "top prize" in the War on Terrorism?

2. How much is the bounty on Mullah Mohammed Omar? In spite of this reward, why has the Taliban leader avoided capture? Who is keeping Omar well hidden? Why do those at the forefront of the search expect that Omar could be found soon?

3. To what extent do you think the U.S. and its allies should engage their resources in capturing bin Laden and Omar? Explain. Do you think these individuals will ever be captured? How do you think

their capture or escape is likely to affect Islamic extremist movements worldwide?

4. Who are the Taliban, and what is their objective? Point out to students that writer Joseph Shattan reports that former British prime minister Margaret Thatcher compares Islamic extremism to "early communism." Read this statement from Ms. Thatcher to your students: "Islamic extremism today, like Bolshevism in the past, is an armed doctrine. It is an aggressive ideology promoted by fanatical, well-armed devotees." According to Shattan, Thatcher compares the Bolshevik crusade of "class war" to the Islamic extremists' "jihad." Is the Thatcher equation of Islamic extremism to early communism a valid one? Have students research both movements, including their language, methods and goals, and share their findings. Challenge each student to write an essay that supports or refutes the Thatcher comparison of Islamic extremism and Bolshevism.

5. Visit CNNstudentnews.com for a story on "Who is bin Laden, al Qaeda?" Go to: http://www.cnn.com/2001/fyi/news/12/12/bin.laden/.

LINKS:
http://news.bbc.co.uk/hi/english/world/south_asia/newsid_155000/155236.stm
http://www.pbs.org/wgbh/pages/frontline/shows/binladen/

Chronicle: Dear Soldier

1. What kinds of letters are U.S. service personnel receiving from people they don't know back home? Do the soldiers write back? What did one soldier in the video write in response to the boy who asked "Why do you risk your life for me?" How do the letters from appreciative Americans back home affect these soldiers?

2. Ask your students to write letters of encouragement and appreciation to military personnel overseas. Contact a local military base or recruiting office to find mailing addresses for military personnel serving in Afghanistan, the Philippines, Guantanamo Bay, or aboard ships and in other locations outside the U.S.

LINKS:
http://www.army.mil/
http://www.navy.mil/
http://www.af.mil/
http://www.marines.com/

Perspectives: Ted Turner

1. Who is Ted Turner? How has he revolutionized the television industry? What personal hardships has Turner endured? Why has he been called a "visionary, a pioneer and a maverick"?

2. Why is diversity important to Turner? How has Turner promoted diversity in front of and behind the camera? What are Turner's "keys to success"? What is "tenacity"? To what extent has Turner's tenacity contributed to his success?

3. What is philanthropy? Why is Ted Turner considered a great humanitarian? What are some of his philanthropic activities? How much money has he pledged to these initiatives? Group students and assign each group one of Turner's humanitarian initiatives, which include the:
   - Turner Foundation

- Nuclear Threat Initiative
- United Nation Foundation
- Goodwill Games.

Have each group conduct research to learn about the history, goal, scope and impact of Turner's initiative. After groups present their findings, ask: What social issues is Turner addressing? Why do you think he chose to address these specific issues? Do you agree with his decision to support these global causes? Why or why not? If not, what other issues do you think Turner should support? Why?

4. Refer students to multimedia resources, including the last Web site below, to learn more about philanthropy and charitable causes. Then, ask students to imagine that they are wealthy philanthropists. Have students write essays identifying the causes and organizations that they support, and why they support these causes. After students share their essays, ask: If you had millions of dollars, would you donate any of your money to charity to benefit humankind? Why or why not?

5. What is an entrepreneur? What characteristics do you think many entrepreneurs share? How is Ted Turner similar to, and different from, other entrepreneurs? Have students interview local entrepreneurs to learn more about what it takes to take business risks, how one builds a business, and any advice these businessowners have for young people who may someday own their own businesses. After student share their interviews, poll your class to see how many students might someday like to try their hand at entrepreneurism.

LINKS:
http://www.ltbn.com/tribturner.html
http://www.turnerfoundation.org/
http://www.goodwillgames.com/
http://www.cnn.com/US/9709/19/turner.gift/index.html
http://cnn.com/2001/US/01/08/turner.foundation/index.html
http://www.unfoundation.org/about/aboutgift.asp
http://www.cnn.com/2000/US/12/22/un.turner.02/index.html
http://www.philanthropy.com/

Culture Report: Jacob Lawrence

1. Who is Jacob Lawrence? How many decades of Lawrence's work are featured in the 200-painting exhibition currently touring the U.S.? What is a retrospective? Which historical movement of the early 20th century did he document in his paintings? Which group of people was featured in the "The Migration Series"? From what economic and political situation were they fleeing? Why was Lawrence compelled to create 60 panels to capture the story of the migration? What was unique about Lawrence's artistic approach in his multi-panel narrative? What did he show about life in both the American South and the North in his "Migration Series"?

2. How did Lawrence's growing up in Harlem become the motivation and subject of his art? Why did his experience in the Coast Guard prompt him to depict the impact of segregation on the African-American community? What broad social message did Lawrence seek to transmit by painting the plight of the African-American community? What aspects of the 1960's Civil Rights Movement became the subject of his art? Why did Lawrence gravitate toward dignified subjects for his paintings?

3. What does the museum curator mean when she says of Lawrence's paintings: "He's using experiences within the African-American community to really tell a broader story about humanity and its struggle against adversity and its sense of overcoming the odds"? How does depicting the struggles and

successes of a group of people provide an artist with the opportunity to share his vision of humanity through his paintings? What other people's struggles have been depicted in works of art? How do works of art picturing the plight of people affect viewers? Discuss the kinds of emotional responses that viewers have when confronted with stories of ordinary people struggling with and overcoming life's obstacles. What motivation might an artist have for eliciting emotional responses from her/his audience? Do you think that awareness of others' difficulties is motivation for taking action to right social injustices? Why or why not?

4. How did Jacob Lawrence's life and career cast him in the role of artist as social commentator? Group students according to the decades of Jacob Lawrence's career (1940 - 2000). Direct them to the Web sites below and other resources to chronicle Lawrence's depiction of African-American stories from the Civil War period of the 1860s through the Civil Rights Movement of the 1960s to the end of the 20th century. Have each group present a pictorial of its assigned decade and speak to the themes and supporting images of the African-American people's trials and tribulations as found in Lawrence's works.

   EXTENSION: Direct students to convert their classroom into a gallery by arranging their pictorials in chronological order around the room. Then, have students write a script with an accompanying brochure for the audiovisual retrospective tour of Lawrence's works that they conduct for invited guests such as administrators, other classes and parents. Have students interview their guests to record their perspectives on Lawrence's views of the history of African Americans. After students have reported on their guests' viewpoints, lead a class discussion on the following question: Do you think that Jacob Lawrence served his people and their cause well in his role as social commentator? Why or why not? Explain.

LINKS:
http://www.whitney.org/jacoblawrence/
http://www.reynoldahouse.org/builders.htm
http://www.jacoblawrence.org/
http://www.artchive.com/artchive/L/lawrence.html
http://sheldon.unl.edu/HTML/ARTIST/Lawrence_J/SSII.html
http://www.artcyclopedia.com/artists/lawrence_jacob.html
http://hudson.acad.umn.edu/Lawrence/WAMjacobtest.html
http://www.iniva.org/harlem/jacbl.html

Student Bureau: Jesse Jackson and MLK

1. Who is Jesse Jackson? How does he describe Dr. Martin Luther King, Jr.? What role did Jackson and King play in the American Civil Rights Movement? Why does Jackson believe that they had no choice but to fight?

2. What do students think it would have been like to accompany Dr. King in the fight for civil rights? Direct students to the Web sites below and other resources to learn more about Dr. King and the American Civil Rights Movement. Have each student select one event of the Civil Rights Movement or speech delivered by Dr. King, and pretend that he/she was there for that event or speech. Have students write essays describing what they "experienced," as well as their reaction to what happened.

3. For additional resources, check out Holt, Rinehart and Winston's "Read More About It: African American History" at http://go.hrw.com/hrw.nd/gohrw_rls1/pKeywordResults?SST%20Black%20History and

Riverdeep.net's "Faith in Words: Montgomery to Washington."
http://riverdeep.net/current/2002/01/012102_king.jhtml.

LINKS:
http://www.stanford.edu/group/King/
http://www.nps.gov/malu/
http://www.thekingcenter.org/
http://blackhistory.eb.com/micro/129/80.html

EDITOR'S NOTE:
Yasser Arafat
Ariel Sharon
Osama bin Laden
Mullah Mohammed Omar
soldier
Ted Turner
Jacob Lawrence
Martin Luther King, Jr.

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CNN NEWSROOM Guide

February 26, 2002

Teachers, remember that free annual enrollment is required for CNN Student News. Is your enrollment up-to-date? Call 1-800-344-6219 to find out.

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Afghanistan's interim leader visits neighboring Iran.

News Focus: Crisis of Coverage ... 02:45...09:25
Many families of 9-11 victims are about to lose their health insurance coverage.

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Now that the Olympics are over, what's next for Salt Lake City?

CNN STUDENT NEWS PERSPECTIVES ... 00:10...12:50
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A study indicates that Americans do not have equal access to heart care.

Smart Medicine: Heart and Neighborhoods ... 00:45...21:45
New research shows that where you live can affect your health.

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Where in the World? ... 01:00...27:05
Answer: Iran

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Mideast Conflict

1. Why has Israeli President Moshe Katsav invited Saudi Crown Prince Abdullah to Jerusalem? According to the New York Times, what is the Saudi plan for peace? Which Arab states currently recognize Israel?

2. Why may President Katsav's response to the peace plan be insignificant? Who has real power within the Israeli government? What does Israeli Foreign Minister Shimon Peres think of the Saudi plan? How is the Bush Administration reacting to it?

3. Refer students back to the video, and ask: Why is it important to Israelis that the Arab nations "recognize" their country? In political and diplomatic terms, what is significant about "recognizing" a country? Ask students to consider the reported second half of this peace plan, that Israel withdraw from territories it won in the Six Day War in 1967. On the surface, do students think recognition for land is a feasible approach to peace in this region? Why or why not? Discuss.

4. Teachers and students: For additional information on the conflict in this region, check out CNNstudentnews.com's backgrounder on the Middle East: http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html.

LINKS:
http://fyi.cnn.com/2002/WORLD/meast/02/25/mideast/index.html

In the Headlines: Karzai in Iran

1. Who is the current president of Iran? Why is Afghan interim leader Hamid Karzai visiting Mohammed Khatami? What allegation has the United States made against Iran? How has Iran responded to this charge?

2. How is Karzai urging Iranians to help in his country's rebuilding? Why do some Iranians believe that their role in the reconstruction of Afghanistan is likely to be limited?

3. What political, economic, geographic and cultural elements do Afghanistan and neighboring Iran share? Have students work in groups to research these two countries and the ways in which they are similar as well as different. Direct each group to present a chart or other visual display of its findings. Poll students to see if they think an Iran-Afghanistan partnership is a likely scenario.

4. Teachers, please see these CNNstudentnews.com stories for additional information:

"Karzai ushers Afghanistan into new era"
http://www.cnn.com/2002/fyi/news/01/31/karzai.profile/index.html and
"Backgrounder: Afghanistan's struggles have long history"
http://www.cnn.com/2001/fyi/news/10/23/afghanistan/index.html.

LINKS:
http://www.cnn.com/resources/newsmakers/world/middle.east/khatami.html
http://workmall.com/wfb2001/iran/iran_government.html
http://www.SalamIran.org/IranInfo/State/Government/

News Focus: Crisis of Coverage

1. Why is it important to have health insurance? How many families of the September 11 victims are about to lose their health insurance coverage? What options do these families have for obtaining health insurance? Why don't most of these people qualify for government-subsidized programs? Do you think the U.S. government should provide life-long health benefits to families whose deceased loved ones were employed at private companies? Why or why not?

2. Point out to students, that according to familiesusa.org, two million Americans became uninsured in 2001 as a result of job layoffs. Ask students: Should the U.S. federal government help America's uninsured? Direct students to the links below to learn about President Bush's health care reform plan. Then, have groups of students representing health activists, insurance industry representatives, doctors and union leaders discuss the benefits and drawbacks of Mr. Bush's plan in terms of meeting the needs of America's uninsured. Following the discussion, challenge students to identify other ways to meet the needs of America's uninsured.

LINKS:
http://www.whitehouse.gov/news/releases/2002/02/20020211-4.html
http://www.ncpa.org/pub/ba/ba389/
http://www.afcm.org/
http://www.familiesusa.org/
http://www.cnn.com/2001/HEALTH/01/22/uninsured.families/index.html

Chronicle: Salt Lake City Legacy

1. How did Salt Lake City modify its infrastructure to accommodate the Olympic Games? What Olympic-related structures remain in Salt Lake? How do Salt Lake City's leaders plan to use these big ticket items?

2. What is the traditional culture of Salt Lake City? How did the culture of the city change during the Olympic celebrations? Why do you think Salt Lake City Mayor Rocky Anderson wants to continue to have events in downtown Salt Lake on weekend nights? Why might some local residents oppose this plan?

3. Ask students: Why do states have laws governing the sale and consumption of alcohol? Divide your class into two groups. Have groups research either how a community might benefit economically from the sale of alcohol, or the health and social problems that are caused by alcohol consumption. After groups present their findings, ask: Do the economic benefits of alcohol sales outweigh the health and social problems caused by alcohol consumption? Do you support Mayor Anderson's plan to allow drinking in Salt Lake City on weekends? State your rationale.

EXTENSION: Teachers: Visit the following CNNstudentnews.com site for online articles and educational activities on the 2002 Olympic Games:
http://fyi.cnn.com/2002/fyi/news/02/11/salt.lake.city/index.html

Also, check out Harcourt.com's lesson plans on the Olympic Games at:
http://www.harcourt.com/educators/features/olympic_lesson_plans.html.

LINKS:
http://www.ci.slc.ut.us/mayor/
http://www.utah.com/
http://www2.potsdam.edu/alcohol-info/
http://www.alcoholmd.com/you/index.asp?id=alcofact
http://sports.yahoo.com/oly/news/ap/20011129/ap-olympiccosts.html
http://www.alcbev.state.ut.us/Olympic_Info/oly_main.htm
http://www.nllea.org/links.htm

Perspectives: John H. Johnson

1. Who is John H. Johnson? What are some of his professional accomplishments? What magazines does his company publish? What awards has Johnson received? How has Johnson impacted racial relationships in the U.S. and the world's perceptions about African Americans?

2. What skills and attributes does Johnson possess? What obstacles has he overcome to achieve success? Which individuals profoundly influenced the evolution of Johnson's career? To what extent do you think faith, determination, patience, perseverance and timing have played a role in helping Johnson to achieve professional success? Discuss.

3. Have students consult the video and the Internet to learn more about the professional ascent of John H. Johnson, and his contributions to the publishing world and the African-American community. Ask students to identify the obstacles he encountered along the way. Then, inform students that, over the years, many people have quoted Johnson's philosophies on work and life. Instruct each student to select one of the following quotes by Johnson:
    1. "Men and women are limited not by the place of their birth, not by the color of their skin, but by the size of their hope."

    2. "The key to my success has been to give up everything for my dream."

    3. "To succeed, one must be creative and persistent."

    4. "Failure is a word that I simply don't accept."

    5. "It's better to get smart than to get mad. I try not to get so insulted that I will not take advantage of an opportunity to persuade people to change their minds."

    Have each student write an essay that explores the meaning of the quote, his/her reaction to Johnson's statement, and how it applies to his/her life. Have students share their essays and discuss.

4. Have students work in groups to learn about the history of the African-American community during the last 50 years. Instruct students to research the Civil Rights Movement and the political and sociocultural changes that resulted from this movement. Then, have groups consult library and online resources to find images and articles from a cross-section of politically diverse magazines, including EBONY, Jet, LIFE, Time, Reader's Digest, and Newsweek, that illustrate the history of the African-American community since 1942. Instruct students to identify the background and mission of each magazine and its publisher. After each group gives a formal presentation of its findings, ask: How do the different publications portray African Americans? Why do you think these differences exist? Do any of the magazines promote specific political agendas? If so, give an example. To what extent do you think these publications influenced societal changes? Discuss.

   EXTENSION: Why do you think John H. Johnson asked Eleanor Roosevelt to write an article on the topic "If I were a Negro"? Refer students to the last link below to read Eleanor Roosevelt's letter, "Freedom: Promise or Fact," which was published in Negro Digest in 1943. Then, facilitate a class discussion in which students analyze the letter. Have students consider the historical context in which it was written, the political agenda of its author, and whether Ms. Roosevelt's message would hold up today.

LINKS:
http://www.blackstocks.com/Features/Bizlegends/jj.ht1
http://www.jetmag.com/tp://www.ebony.com/jpcindex.html
http://blackhistory.eb.com/
http://newdeal.feri.org/er/er08.htm

Health Report: Heart Disparity

1. According to the study referenced in the video, which two U.S. demographic groups are not getting equal heart disease care as compared to other segments of the U.S. population? What factors are contributing to this inequality? What recommendations have the authors of the study made to address this problem?

2. In the video, we learn that many Americans do not have access to health insurance. Have students conduct research to learn more about health insurance and why so many Americans are uninsured. Pose the following questions to guide students' research:
   1. Why do people have health insurance?
   2. What are some of the types of health insurance plans available in the U.S.?
   3. How do Americans usually acquire health insurance?
   4. How does the U.S. health insurance system differ from that of most other industrialized nations?
   5. Why are so many American women and minorities uninsured?
   6. What measures is the U.S. government taking to close the insurance gap?

   After students present their findings, ask: What social, political, economic and cultural issues must be addressed for American women and minorities to receive equal heath care? What is the best approach to take to ameliorate these inequities? Discuss.

3. Point out that, according to the American Heart Association, even though heart attacks and strokes are rare in children, "evidence suggests that the process leading to these conditions begins in childhood." Challenge students to learn more about the origin, symptoms, and prevention of different heart diseases. Ask students to determine how blood pressure, cholesterol and weight can contribute to heart disease. Have them also identify the statistics of heart disease in their country and answer questions such as:

- Where does heart disease rank among leading causes of death?
- Have the figures risen or fallen in the past decade?
- What factors do you think account for the increase or decline?

Help students to create posters either diagramming how arteries become restricted or focusing on how to prevent heart disease. Display students' posters in your school library to inform others about the dangers of heart disease.

LINKS:
http://www.cdc.gov/nccdphp/cvd/womensatlas/
http://www.cdc.gov/health/cardiov.htm
http://www.americanheart.org/
http://www.americanheart.org/presenter.jhtml?identifier=3000767
http://www.pbs.org/wgbh/nova/heart/

Student Bureau: Student Activism

1. What is racism? Where did Georgia Tech students attend a U.N. conference on racism? What did the students gain from this experience? How did the students use what they learned upon their return to campus? Who is Mary Robinson? How does she describe the role of young people at the Durban conference? What would she like to see the young conference participants do next?

2. Ask students: What is activism? How are the students seen in the video "activists"? Are there any issues that would inspire you to activism? Challenge each student to examine one issue that he/she cares about. The issue may be a universal one, like racism, or a local one, like restrictions on young drivers. Have each student research the issue and write a paper explaining what the issue is, how it affects him/her, and how he/she would go about becoming an activist on the issue. Have students share their papers. Discuss: Why is citizen activism vital to a free society?

LINKS:
http://www.unhchr.ch/html/racism/index.htm
http://www.ArtistsAgainstRacism.org/AARMain.cfm

EDITOR'S NOTE:
Moshe Katsav
Crown Prince Abdullah
Hamid Karzai
Mohammed Khatami
health insurance
John H. Johnson
heart disease
activism

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CNN NEWSROOM Guide

February 27, 2002

Get news by, for and about students - CNN Student Bureau Reports air daily on CNN Student News.

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CNN's Chris Burns interviews Mariane Pearl, wife of slain reporter Daniel Pearl.

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The Senate Commerce Subcommittee conducts Enron hearings.

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Herat is an Afghan city with Iranian influences.

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Coca-Cola takes on a neo-soul image.

Student Bureau ... 03:20...26:25
What does the celebration of Black History Month mean to students and educators?

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Answer: Pakistan

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Daniel Pearl

1. For what publication was Daniel Pearl a reporter? Who is the primary suspect in Pearl's murder? Where is Ahmed Omar Saeed Sheikh being held? What is meant by the term "extradite"? Why do you think American officials want Saeed Sheikh extradited to the U.S.?

2. Who is Mariane Pearl? From which country is she addressing the international community? Why were Mariane Pearl and her husband, Wall Street Journal reporter Daniel Pearl, in Pakistan? What message does she want to communicate to the international community about the significance of her husband's death? Why does she consider her husband a hero?

3. After viewing the video, ask students to reflect on the significance of Daniel Pearl's career and his legacy. Ask: How is Pearl's story in the tradition of writers past and present who have chronicled the horrors of war and humanity's spirit to prevail over evil? Direct students to conduct research on the authors and journalists who wrote about the wars of the 20th century and today's War on Terrorism. Have students prepare a list of appropriate authors. Then, have individual students select a work of literature and/or a compilation of essays and articles, and prepare a presentation to the class on the role of the writer in wartime. Discuss.

LINKS:
http://fyi.cnn.com/2002/US/02/26/mariane.pearl/index.html

In the Headlines: Enron Hearings

1. For a CNNstudentnews.com backgrounder on Enron, please visit: http://fyi.cnn.com/2002/fyi/news/01/16/backgrounder.enron/index.html.

News Focus: Afghanistan and Iran

1. Use the Holt, Rinehart and Winston map of Afghanistan at http://go.hrw.com/atlas/norm_htm/afghanis.htm to locate the city of Herat. Near what neighboring country is this city located? According to the video, how is Herat different from most other places in Afghanistan?

2. What role does Ismail Khan play in the government of Herat? Does he seem to have popular support among Herat's citizens? Why? How is Khan perceived outside his region? What is a warlord? Who do many Western observers believe support Khan and other Afghan warlords? Besides political support, what are Iranian authorities giving troops loyal to Khan? How does Khan respond to charges he is receiving weapons from the Iranians?

3. What other evidence of Iranian influence exists in Herat? Who does Khan blame for his image problems? What recent incident strengthened Khan's local image but demonstrated the tensions in Herat? Governor Khan says that Washington should be happy with the stability in Herat. Would you classify Herat's political climate as "stable"? Why or why not?

4. Teachers, for a CNNstudentnews.com backgrounder on Afghanistan, please go to: http://www.cnn.com/2001/fyi/news/10/23/afghanistan/index.html.

LINKS:
http://www.odci.gov/cia/publications/factbook/
http://www.afghan-web.com/

Perspectives: Sidney Poitier

1. What are the Trumpet Awards? Who created them? How did they originate? What is the goal of these awards? Who is Sidney Poitier? With which of the Trumpet Awards was he honored? Why do so many people hold him in such high esteem?

2. Refer students to multimedia resources to learn more about Sidney Poitier. Pose the following questions to guide students' research:
    1. What experiences did Poitier have when he was growing up that prepared him for his career in film?
    2. What are some of Poitier's accomplishments and achievements in the film industry?
    3. What awards and honors has he received?
    4. What causes has he championed that have promoted people's rights and freedom?
    5. How have his film career and the roles he has played furthered the principles of the American Civil Rights Movement and advanced humanitarian causes?

    After students present their research, direct them to write scripts that could have been used at the Trumpet Awards ceremony as either Poitier's acceptance speech or the presenter's speech.

3. In the video, Poitier talks about the value of role models in shaping his values and impacting his view of life. Direct students to the Web sites below and multimedia resources to learn about Poitier's films and how they helped to break social barriers between blacks and whites in the U.S. Ask: How did Poitier's films challenge stereotypes and caricatures of African Americans and provide opportunities for artists in succeeding generations? Discuss how his career as an actor and director changed the face of American cinema.

4. Lead a class discussion on the following question: Why is studying about the lives and careers of influential people a valuable learning experience for your future lives and career choices? Discuss. How might Poitier's story impact students' future educational goals and career choices? Direct students to the Web sites below and other resources to research the qualifications needed for pursuing a career in film and related fields. Then, ask: Would you be interested in becoming an actor or a director? Why or why not?

5. Have students do an inventory of their interests and talents to determine if they are suited to pursuing a career in the film industry and related fields. Direct students to record their findings in a career planning portfolio. Ask: What experiences in your school and community might prepare you for a career in film or theater? Discuss.

6. Point out to students that the Trumpet Awards salute the outstanding achievements of individuals who have distinguished themselves in the fields of politics, medicine, law, business, sports and entertainment. Ask: Are there well-known individuals in these fields whom you regard as role models? What influence might these people have on your future life and the lives of your peers? Do you think that admiring a person's accomplishments is motivation for shaping your own career?

Explain. Have each student select a contemporary figure in any of the fields above and write a letter to the selection committee of the Trumpet Awards advocating for that person as a potential recipient of a 2003 Trumpet Award.

LINKS:
http://www.trumpetawards.com/
http://www.accessatlanta.com/ajc/living/trumpet/image1.html
http://www.kennedy-center.org/programs/specialevents/honors/history/honoree/sidpoi.html
http://www.geocities.com/Hollywood/9766/poitier.html
http://www.reelclassics.com/Actors/Poitier/poitier.htm
http://www.hollywood.com/news/detail/article/1102971
http://www.actingatoz.com/
http://www.sag.org/wannabefaqs.html

Business Report: Neo-soul Coke

1. What is neo-soul? Who are some artists most closely associated with this type of music? What American soft drink company is producing ads using neo-soul artists? According to Caralene Robinson of Coca-Cola, how did the company arrive at this decision?

2. Who are some of the neo-soul artists whose talents will be featured in the upcoming commercials? What is meant by a company's "image"? Why do you think the Coca-Cola company is interested in changing its image? Do you think neo-soul is a good image for Coke? Why or why not?

3. Often, a corporation will take on a particular image in order to appeal to its target market. In class discussion, ask students to identify Coke's target market. How do students think that Coke's product identification with neo-soul music will affect its market? Why? Next, divide the class into small groups. Have each group select one service, retailer, or product and identify its target market. Have each group design a market-appropriate advertising strategy for that service, retailer, or product, using elements such as music and celebrity endorsements. Have groups present and discuss their marketing strategies.

LINKS:
http://www.cocacola.com/
http://www.geocities.com/neosoulmasters/
http://www.neosoul.com/

Student Bureau: Black History Month

1. Who is Jeanette Foreman? What is her view on the purpose of Black History Month? What do some of the other individuals interviewed in the video think of this observance? Do you agree or disagree with the idea that the younger generation has less of an appreciation for black history than older people do? Explain.

2. Who are some of the individuals cited in the video as important in African-American history? Are there any other individuals you would add to the list? Explain. Why are some critical of the one-month observance of black history? Do you agree or disagree with them? State your rationale.

3. Read this quote, from writer and labor leader Asa Philip Randolph (1889-1979): "Freedom is never given; it is won." Ask students to consider how African Americans have won freedom for themselves

and improved the lives of all Americans. Have each student choose one African American to research and profile. Direct each student to write an essay on his/her chosen subject, explaining his/her accomplishments and contributions to the improvement of American life.

LINKS:
http://afroamhistory.about.com/
http://detroit.about.com/library/weekly/aa020102a.htm
http://www.loc.gov/exhibits/african/intro.html
http://www.infoplease.com/spot/bhm1.html

EDITOR'S NOTE:
Daniel Pearl
Mariane Pearl
warlord
Herat
Iran
Sidney Poitier
image
Black History Month

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CNN NEWSROOM Guide

February 28, 2002

Teachers, get free advance notice of upcoming programming from CNN Student News! Sign up at http://fvi.cnn.com/fvi/updates/.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

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CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Bin Laden DNA ... 02:40...03:10
The Pentagon attempts to determine whether Osama bin Laden is dead or alive.

In the Headlines ... 04:10...07:20
CNN Student News brings you up-to-date on these stories.

News Focus: The Rap on Dads ... 04:50...12:10
Rap music takes on a real issue with a powerful message.

Chronicle: Grammy Girl Power ... 03:30...15:40
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CNN STUDENT NEWS PERSPECTIVES ... 00:10...15:50
Daily Reports, features, and today's CNN Student Bureau story

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Radio host and activist Tom Joyner receives a Trumpet Award.

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CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Bin Laden DNA

1. What is DNA? Why is the U.S. government trying to get DNA samples from relatives of Osama bin Laden? How was this request made? Is the family willing to cooperate? Explain.

2. Why is the Armed Forces Institute of Pathology involved in this case? What has video revealed about the human remains found at the site of a U.S. missile attack? What would be the best DNA test option for forensic pathologists? What other options could help determine whether or not these remains are those of Osama bin Laden?

3. Inform students that one method of determining the identity of remains is through the process of DNA testing. Have students refer to the Web sites below and other resources to learn more about DNA testing and its use in determining an individual's identity. Have students share their findings and explain how genetic analysis may help determine whether Osama bin Laden was killed in the War on Terrorism.

4. For a CNNstudentnews.com article and related educational materials on this story, please go to: http://fyi.cnn.com/2002/fyi/news/02/27/dna.bin.laden/index.html.

LINKS:
http://fyi.cnn.com/2002/US/02/24/gen.bin.laden/index.html

In the Headlines: Enron, Teen Drinking, Mission to Hubble

1. **Enron:** Why were Wall Street analysts called to testify on Capitol Hill yesterday? Why did some analysts continue to endorse Enron stock without knowing what was happening in the company? What happened when some analysts questioned Enron executives about the status of the company?

2. For a CNNstudentnews.com backgrounder on Enron, please visit: http://fyi.cnn.com/2002/fyi/news/01/16/backgrounder.enron/index.html.

3. **Teen Drinking:** (*Teachers: The Teen Drinking story that appeared in some versions of yesterday's Daily Guide did not air on CNN Student News. We apologize for any resulting inconvenience.*) What did yesterday's publicized study reveal about underage drinking in the U.S.? Why is one federal agency disputing those numbers? In spite of the discrepancies, both agencies agree that underage drinking is a serious problem in the U.S. Do you agree or disagree with them? State your rationale.

4. Have student groups interview medical, social service and law enforcement personnel to gain an accurate profile of the use and consequences of underage alcohol consumption in your community. Then, have each group use a different method to publicize its findings, e.g., letter to the editor, poster campaign, brochure, dramatic presentation, etc. Have your class share its research and projects with

the general student body.

5. **Mission to Hubble:** When is the next space shuttle scheduled for launch? What is the Hubble Telescope? How will the shuttle crew be involved in improving the Hubble Telescope?

6. NASA's Hubble Telescope page states that, "Not since Galileo turned his telescope towards the Heavens in 1610 has any event so changed our understanding of the Universe as the deployment of the Hubble Space Telescope." Send your students on an Internet scavenger hunt to learn more about the Hubble Telescope and to answer the following questions:
   - Who created the Hubble Telescope?
   - When was it deployed?
   - What have scientists learned from the data gathered by this telescope?

   Have students create posters illustrating "Hubble Facts" and discuss how Hubble Telescope technology has enabled scientists to expand their knowledge of the universe.

LINKS:
http://www.cdc.gov/
http://www.nasa.gov/
http://sm3b.gsfc.nasa.gov/
http://hubble.gsfc.nasa.gov/

News Focus: The Rap on Dads

1. What is the topic of the song "Ms. Jackson"? How do the song's lyrics reflect a real-life issue? In what way does the song reflect the lives of "Dre" and "Big Boi" of OutKast?

2. How do the members of the dads' support group in Harlem relate to this song? What does it mean when it is said that the song protests the treatment of dads as "walking wallets"? What message does "Ms. Jackson" send to young men and women? Do you agree or disagree with the view expressed in the video that rap music is "information music"? Explain. Do you think songs like this have an impact on young peoples' lives? Why or why not?

3. Challenge students, working in groups, to research the economic, social and psychological impact of absentee fathers on their children and on society. Have groups present their information. Discuss the importance of fatherhood and the father's role in a child's physical, financial, and emotional well-being.

LINKS:
http://fatherhood.about.com/cs/fatherlessness/index.htm
http://www.findarticles.com/cf_dls/m1272/n2638_v127/20954306/p1/article.jhtml
http://fatherfamilylink.gse.upenn.edu/index.htm

Chronicle: Grammy Girl Power

1. Who are the female artists who were nominated for Grammys? Which newcomers led the pack of nominees? How are these female artists different from many of those of the past? What messages can be found in their music? Do you agree that this is the year of the songwriter? Explain.

2. Teachers and students: You can find a related CNNstudentnews.com story at: http://fyi.cnn.com/2002/fyi/news/02/27/grammy/index.html.

LINKS:
http://grammy.aol.com/

Perspectives: Tom Joyner

1. Who is Tom Joyner? How did Joyner get into radio broadcasting? How has Joyner impacted the African-American community? What role did black radio stations play in the Civil Rights Movement?

2. What is an activist? What early life experiences compelled Joyner to become an activist? How has Joyner helped to educate and sensitize Americans to the issues of African Americans?

3. What is the purpose of the Tom Joyner Foundation? How much money has Joyner raised since 1998? Why has Joyner chosen to provide money directly to historical black colleges and universities? How does Joyner's foundation benefit the scholarship recipients and society as a whole?

4. Point out to students that most historically black colleges were founded before 1965, when African Americans were shut out of most predominantly white institutions. Use this as an opportunity to review the history of race relations in the U.S. Have students focus on the Civil Rights Movement and desegregation. After the review, ask students: What is your opinion of the state of race relations in the U.S. today? Challenge students to use Web sites, newspapers, and magazines to compare and contrast civil rights and race relations in the U.S. during the 1960s and in the year 2000. Have students identify injustices that continue to exist and nonviolent ways to correct these wrongs.

   EXTENSION: Inform students that the enrollment of white students at historically black colleges has increased in recent years. Refer students to the last two links below to learn about this issue. Then as a class, discuss the following questions:
   - What is "affirmative action"?
   - How has affirmative action impacted historically black colleges?
   - What are the benefits and drawbacks of increasing non-black enrollment in black colleges?
   - Does having a multiracial student body enhance race relations?

   After the discussion, have your class debate the following resolution: Black colleges that have a large percentage of non-black students should continue to receive federal funds for their unique mission of educating African Americans.

LINKS:
http://www.tomjoyner.com/
http://www.tomjoyner.com/foundation/
http://www.hbcu-central.com/
http://fyi.cnn.com/fyi/interactive/specials/bhm/story/black.college.html
http://www.dartreview.com/issues/5.7.01/affharms.html

Science Report: Biometrics Outlook

1. What is biometric technology? Why have the September 11th attacks spurred an increased interest in the benefits of biometric technology? How have companies like Visionics and Viisage been affected by the September 11th attacks?

2. How does face recognition technology work? What are some advantages of face recognition

technology shown in the video? Why do you think airports would be interested in this type of technology? Where else has this type of technology been used? What are some possible uses for this type of technology in the future? Why do you think civil liberties groups are concerned about the use of biometric technology? Discuss.

3. Brainstorm reasons that biometric technologies are used or may be used in the future. Have a student list the reasons on the board. Ask: What is meant by the terms "friendly to privacy" and "invasive"? Have students create T-Charts identifying which reasons are "friendly to privacy" and which reasons are "invasive." Then, ask: In general, do you think biometric technologies are privacy-friendly or more invasive? Explain. To what extent are you willing to sacrifice individual freedoms to protect yourself from terrorism?

4. Inform students that biometric technologies identify individuals by their unique biological or physical characteristics, such as fingerprints, voiceprints, retinal characteristics, and face recognition points. Refer students to the Web sites below to conduct further research on specific examples of biometric technologies, how they work and their applications. Students may want to create visual diagrams to illustrate their findings. After students share their findings, ask: What do you think are some characteristics that make humans unique? Do you think biometric technology capitalizes on the genetic uniqueness of humans? If so, how?

LINKS:
http://www.visionics.com/
http://www.viisage.com/
http://www.ibia.org/faqs.htm
http://www.666soon.com/biometri.htm
http://rr.sans.org/authentic/biometric2.php
http://www.iosoftware.com/biometrics/apps.htm
http://tbtbiometrics.com/whatarebiometrics.html
http://www.bioprivacy.org/privacy_fears.htm

Student Bureau: Rod Paige Interview

1. Who is Rod Paige? What cabinet position does Dr. Paige hold? What role has education played in Paige's professional success? What is Paige's "simple rule for success"?

2. What are responsibilities of the U.S. Secretary of Education? Refer students back to the video, the links below, and other resources to learn more about the evolution of Paige's career. After students present their findings, ask: How did Paige's educational and professional experiences, and his exposure to the Civil Rights Movement, prepare him to serve as the U.S. Secretary of Education? Discuss.

3. What major challenges does Dr. Paige face in his role as secretary of education? Point out to students that, on January 8, 2002, President George W. Bush signed the "No Child Left Behind Act of 2001" into law. The highlights of the act include:
    1. annual testing of children in math and reading from grades three through eight;
    2. greater spending flexibility for school districts;
    3. a significant increase in federal funding for reading;
    4. money for children to receive supplemental educational services ;
    5. additional aid for schools whose students fail to improve over two years;
    6. a "safety valve" for students trapped in failing schools.

Then, divide your class into six groups and have each group research one of the provisions of the new bill. Have each group identify the pros and cons of the provision for:

- families
- communities
- teachers
- local, private and rural schools
- states
- the economy.

After groups present their findings, ask students: How might differing political ideologies in Congress and the pressure of interest groups impact the implementation of these initiatives? Do you support these initiatives? Why or why not? What is Secretary Paige's role in terms of implementing these initiatives? What challenges do you think he faces in this role? Discuss.

4. Teachers: Visit the following CNNstudentnews.com site for additional information and resources related to educational issues in the U.S.: http://fyi.cnn.com/SPECIALS/2001/schools/.

LINKS:
http://cnn.com/2001/ALLPOLITICS/stories/01/24/paige.swearing.in/index.html
http://www.whitehouse.gov/infocus/education/
http://www.ed.gov/

EDITOR'S NOTE:
DNA
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